

INTERNAL MONITORING REPORT

August 16, 2023

POLICY: 2.1 Treatment of Students, their Families and Community Members

POLICY CATEGORY: Operating Limitations

PERIOD MONITORED: 2022-23 School Year

This is my monitoring report on the Board of Education's Executive Limitations policy "Treatment of Students, their Families, and Community Members." I certify that the information contained in this report is true and complete. The report is presented in accordance with the routine monitoring report schedule. This report will monitor the policy starting at its more detailed provisions and end with the global prohibition.

Panorama Education launched the sixth annual administration of its Parent Engagement and Satisfaction Survey for Adams 12 Five Star Schools in the winter of 2023 from January 23 to February 17, 2023.

Participation

5514 parents responded across the Five Star District to the survey in the winter of 2023, a significant increase from 4641 parents responding in the winter of 2022.

Results and Benchmarks

The Parent Engagement and Satisfaction Survey from Panorama is structured as a series of scales, or groups of questions, that work together to measure a single construct, or topic. As an example, the topic "Family Engagement" has six questions within it. Each scale asks parents and guardians to respond to questions as opposed to rating their level of agreement or disagreement with statements as many surveys do. This approach minimizes measurement error.

National Benchmarks allow districts and schools to compare their scores to results from Panorama's national dataset. National benchmarks are available for the following topics – Staff-Family Relationships, School Climate and School Fit, though those benchmarks are only available at the topic level, not at the question level. Along with a distribution graph, national benchmarks also include the district's approximate national percentile. National benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents (across all stakeholder groups) across diverse geographic areas, school types, and achievement levels.

Additionally, you can refine the national benchmarks by selecting various district/school characteristics (school setting, school level, and free and reduced price lunch %).

The district provided information to parents about the survey and a link to a summary of outcomes and access to district and school results [here](#).

Data collected in support of monitoring, in addition to the Panorama Survey Data, includes:

- 1. Record of Complaints:** These numbers reflect the number of complaints submitted to the district under policy 1550, the Public Complaint Policy, which were not resolved by senior staff, and/or the case number represented if there has been a state or federal complaint filed.
- 2. Written appeals made to the Board of Education**
- 3. Discipline data from the Colorado Department of Education.**

Christopher E. Gdowski, Superintendent

August 16, 2023

Operating Limitations Policy 2.1

Treatment of Students, Their Families and Community Members

With respect to interactions with students, those applying to be students, their families, and community members, the Superintendent shall not cause or allow conditions, practices, procedures, activities or decisions which are unsafe, undignified, uncaring or unnecessarily intrusive or restrictive. Further, without limiting the scope of the foregoing by this enumeration, the Superintendent shall not:

1. Fail to provide timely responses to inquiries and information to students and their families of what may be expected and what may not be expected from all services, programs and products.
2. Use any method of discipline for student behavior that is unclear, untimely or inconsistently applied.
3. Use any method of assessment for student achievement (excluding state and federally mandated tests) at the course, school or district level that is unclear, untimely or inconsistently applied.
4. Fail to inform students and their families about student academic performance that is unsatisfactory in a timeframe that allows for corrective action.
5. Operate without written rules which: (a) reasonably specify district and building expectations, standards & procedures, (b) provide for effective resolution of complaints, concerns and grievances, and (c) protect against wrongful conditions and disparate treatment.
6. Fail to operate facilities safely with open and equitable use by students, their families and community members.
7. Fail to ensure an environment where students, family members or community members feel free to express their concerns or dissent in non-disruptive ways without fear of reprisal or the imposition of unreasonable consequences.
8. Prevent students, families or community members from being heard by the Board when internal hearing procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment.
9. Fail to establish effective, timely and necessary communication methods which provide for appropriate feedback between the district and affected persons or groups.

2.1.1 Policy Wording

The Superintendent shall not:

Fail to provide timely responses to inquiries and information to students and their families of what may be expected and what may not be expected from all services, programs and products.

Interpretation:

The District and each of its schools provides families pertinent school information in a consistent and timely manner and makes annual improvement in data reported to measure compliance.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. District has made improvement and progress in ensuring easy and accurate access to information for students and families. 2. District has expanded or enhanced district communication via multiple channels: <ul style="list-style-type: none"> ● District has upgraded the website to a new platform with improved navigation and language features. ● District utilizes Facebook, Twitter and Instagram as a districtwide social media platform. This year, a Spanish Facebook page (Five Star en español) has been added to better reach the Spanish-speaking community. ● District has added staff with a specific focus on digital media resulting in greater access to information and engagement with the Adams 12 community. ● District has expanded the use of text messaging via School Messenger to parents to inform them about school safety and security situations occurring in real time using a color-coded warning system. ● Parents can opt in to text messaging to receive information about school closures, weather events, and important district announcements that are of benefit to the Adams 12 community. ● Parents are able to enroll, check-in and pay fees online for all students (k-12). ● Information on bond projects and mill levy override investments is communicated regularly to the community at large, as well as the parents of Adams 12 students. ● The district made efforts to reach our Spanish speaking community by increasing Spanish translated documents and communications, creating Spanish only videos, improving the Spanish translation 	<ol style="list-style-type: none"> 1. Panorama survey questions 3, 4, 5, and 6: Barriers to Engagement. 2. Record of district/state/federal complaints. 3. Record of appeals to the Board of Education.

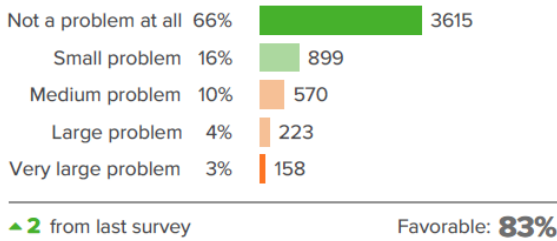
<p>option on the website, and reaching out personally with phone calls and text messages partnering with the Student and Family Outreach Program.</p> <ul style="list-style-type: none"> The district has added staff positions in key departments to better serve the needs of our multilingual students and families. This has included staff both at the district and school level who speak languages spoken by our multilingual students and families, enabling them to receive information and communicate with staff in their native language. 	
--	--

Data Reported:

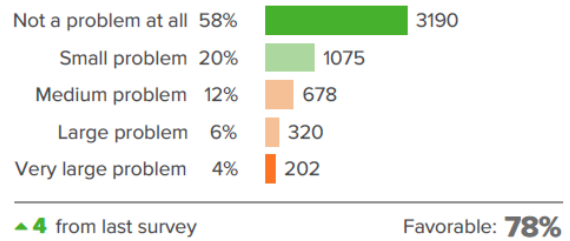
- Record of district/state/federal complaints: 0
- Record of appeals to the Board of Education: 0

Panorama Survey Question Category: Barriers to Engagement

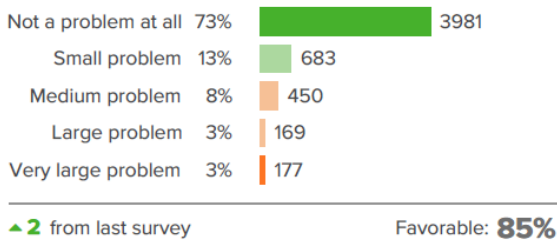
Q.3: You feel unsure about how to communicate with the school



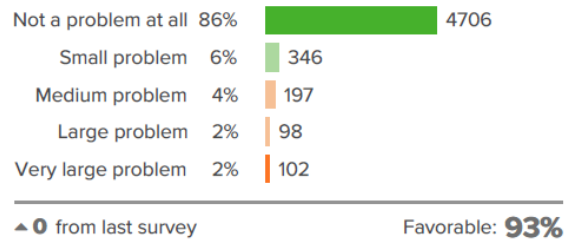
Q.4: The school provides little information about involvement opportunities



Q.5: The school is not welcoming to parents



Q.6: The school does not communicate well with people from your culture



Compliance Statement:

The District's performance during the monitoring period has complied with the standard. There was an increase in the percentage of favorable responses on three of the four survey questions, with stable favorability on the fourth question, and there were no unresolved district/state/federal complaints and written appeals to the Board of Education.

2.1.2 Policy Wording

The Superintendent shall not:

Use any method of discipline for student behavior that is unclear, untimely or inconsistently applied.

I interpret this language to mean:

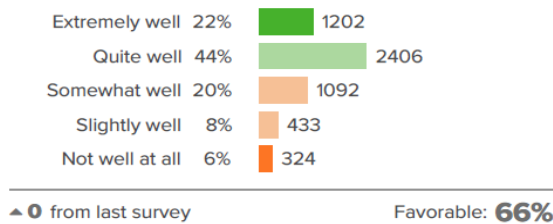
1. Parents have access to discipline policies and procedures for each level of schooling.
2. Parents receive communication about their student in a timely manner, and are assured that due process procedures are applied.
3. There is no evidence of disproportionality in the areas of gender, race, or special needs.
4. Compliance requires annual improvement in reported data.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. The District finalized a common, updated Discipline Matrix that will be shared with the system in the fall of 2023. Training will be aligned to the new matrix for all deans and assistant principals. 2. Work on a District-wide Behavior Manual was begun and will continue into the 2023-24 school year as well. 3. The District committee has continued work on an MTSS framework. 4. The District continues to work to develop common language and common best practices to ensure that students and families can expect similar communication, interventions, support, and when applicable, consequences across all schools, should a disciplinary situation arise 5. We have developed a leadership group to help develop professional learning around equity, culture, and bias training for the system. We plan to expand training opportunities for staff throughout the system on these topics continuing into the 2023-24 school year as well. 	<ol style="list-style-type: none"> 1. Panorama Survey Question 4: School Fit. 2. Record of district/state/federal complaints. 3. Record of appeals submitted to the Board of Education. 4. Discipline proportionality data

Data Reported:

Panorama Survey: School Fit

Q.4: At your child's school, how well does the overall approach to discipline work for your child?



Record of district/state/federal complaints: 0
Record of appeals submitted to the Board of Education: 0

2021-22 School Year Discipline Proportionality Data from CDE by Ethnicity, Gender, and Special Program

An analysis of discipline proportionality data for ethnicity, gender and special program can be found in Appendix A. Only groups meeting state-defined minimum reporting thresholds are reported.

For the purposes of this analysis, a group of Adams 12 students is considered to be receiving disproportionate discipline if that group has a greater percentage of disciplinary incidences than the group’s percentage of total enrollment and that difference in percentage exceeds the value for the State.

Of the twelve subgroups in the out of school suspension analysis, Hispanic/Latino students, multilingual learners, and students with 504 plans, and students with IEPs were disproportionately suspended out of school, representing only 25% of possible subgroups.

Of the six subgroups in the expulsion analysis, Hispanic/Latino students and multilingual learners were disproportionately expelled, representing 33% of possible subgroups.

Compliance Statement:

The District’s performance during the monitoring period has partially complied with the standard. While some subgroups received disproportionate out of school suspensions and expulsions, the majority of subgroups did not.

2.1.3 Policy Wording

The Superintendent shall not:

Use any method of assessment for student achievement (excluding state and federally mandated tests) at the course, school or district level that is unclear, untimely or inconsistently applied.

I interpret this language to mean:

District staff will use formative and summative assessment practices that are aligned to the guaranteed and viable curriculum and/or course of study. Assessments shall be:

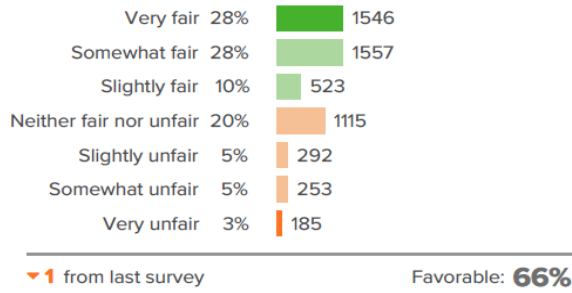
- Aligned to state standards and/or to the course descriptions and outcomes for students; and
- Administered in a timely manner, and at secondary, aligned to the course syllabi.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. Five elementary schools have piloted the Acadience assessment in alignment with the ELAT grant as an alternative to PALS. The entire Adams 12 system will pivot to mCLASS Dibels 8 during the 2023-24 school year to meet READ Act requirements. 2. For grades k-5, the district has adopted Benchmark Advance as a reading resource, which contains a variety of assessments for teachers to use. The District Literacy Team has provided training to staff about these assessments and are monitoring their use to allow for recommendations for the 2023-24 school year. 3. The district has adopted a data dashboard and will begin pilot work during the 2023-24 school year to support MTSS, data integration, and, eventually, a summative and formative assessment platform. 4. All district high schools engaged for the second consecutive year in professional development related to daily use of formative assessment practices in classrooms. The work will continue in the 2023-24 school year as each school’s leadership team will expand efforts to incorporate those practices schoolwide. 	<ol style="list-style-type: none"> 1. Panorama Survey Question 3: School Climate. 2. Record of district/state/federal complaint. 3. Record of appeals submitted to the Board of Education.

Data Reported:

Panorama Survey Question: School Climate

Q.3: How fair or unfair is the school's system of evaluating children?



Record of district/state/federal complaints: 0

Record of appeals submitted to the Board of Education: 0

Compliance Statement:

The District’s performance during the monitoring period has substantially complied with the standard. There were no unresolved district/state/federal complaints or written appeals to the Board of Education; however, there was a 1% decrease in the percentage of favorable responses to School Climate question 3.

2.1.4 Policy Wording

The Superintendent shall not:

Fail to inform students and their families about student academic performance that is unsatisfactory in a timeframe that allows for corrective action.

I interpret this language to mean:

Families will be informed of student progress in a timely manner, and that the communication is shared in enough time for a student to change their outcome on a final grade.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none">1. All schools host parent-teacher conferences twice per year, secondary schools send grades home quarterly, and elementary schools send grades home to parents each semester.2. Since the fall of 2019, all families at all levels have access to the Grading Portal through Infinite Campus so they can view student progress in real time (though the portal is closed for 1-2 weeks prior to grade reporting for elementary and middle schools).3. District-wide training is available for the Infinite Campus Suite, with a focus on aligning classroom progress reporting to the Parent Portal so that staff has a level set on what and how to report student progress to parents and families.4. All district schools have been apprised of the <u>Tenets for Grading Practices</u> that have been developed by district Grading Practices Advisory Committee. Policy Council approved an update to District Policy 6310 that accurately describes	<ol style="list-style-type: none">1. Record of district/state/federal complaints.2. Record of appeals submitted to the Board of Education.

<p>current grading practices in Adams 12, including the adherence to these tenets.</p> <p>5. Westlake Middle School has transitioned to a pilot grading system similar to the high school grading system with a summative letter grade. In the 2023-24 school year, Northglenn Middle, Shadow Ridge Middle, Silver Hills Middle, and STEM Launch (grades 6-8 only) will join the pilot as well.</p>	
---	--

Data Reported:

Record of district/state/federal complaints: 0

Record of appeals submitted to the Board of Education: 0

Compliance Statement:

The District's performance during the monitoring period has complied with the standard.

2.1.5 Policy Wording

I interpret the following language:

The Superintendent shall not:

Operate without written rules which: (a) reasonably specify district and building expectations, standards & procedures, (b) provide for effective resolution of complaints, concerns and grievances, and (c) protect against wrongful conditions and disparate treatment.

I interpret this language to mean:

1. Schools will publish their parent and student handbook on their school website.
2. District and schools adhere to the provisions of the following policies:
 - District Policy 1550 Public Complaint; and
 - District Policy 8400 Nondiscrimination.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. The legal team created school handbook templates for our elementary, middle and K-8 schools for purposes of clarification and consistency, as well as to ensure that all handbooks reflect and link to current District Policies. The only substantive revisions for the 2023-24 school year reflect our new school calendar, new start and end times, and the BASE program summary. 2. Student Engagement Initiatives, Transportation, Health Services, Admissions, Safe and Security, Legal Services, Nutrition Services and BASE, all provide inserts for each school to include in their parent and student handbooks so that the language is consistent across schools. 	<ol style="list-style-type: none"> 1. School handbooks. 2. Record of district/state/federal complaints. 3. Record of appeals submitted to the Board of Education.

Data Reported:

All Adams 12 district schools have posted their student/parent handbook on their school website. Future Forward at Washington Square and Future Forward at Bollman are collaborating to develop a common student handbook that will be posted this fall.

Record of district/state/federal complaints: 7

One complaint was filed with a state agency, requesting an expedited due process hearing for a student with disabilities. The complaint involved a student who was facing expulsion. The student's family disagreed with the result of the manifestation determination, which concluded that the student's actions were not a manifestation of the student's disability. The District was able to resolve the dispute and the complaint was dismissed.

Six complaints were filed with a federal agency, specifically the Office for Civil Rights (OCR) within the United States Department of Education. Four of the six complaints involve Independence Academy. To the best of the District's knowledge, these four complaints **were not** filed by students or their parents/guardians.

- The first complaint alleges that the District unlawfully discriminated against students and staff on the basis of race, color and national origin by allowing a racially hostile environment to exist at the school because the District did not take sufficient measures to address students' use of racial epithets and slurs. Case #08-22-1510.
- The second complaint alleges that the District unlawfully discriminated against students on the basis of disability because students were improperly restrained and secluded. The complaint is vague and does not specify how or when these alleged improper restraints/seclusions occurred, nor does it specify the students or staff involved. Case #08-23-1201.
- The third complaint alleges that the District unlawfully retaliated against a District employee for participating in OCR's investigation of the first complaint. Case #08-23-1246.
- The fourth complaint alleges that the District is discriminating against students on the basis of disability because it has not provided all of the services required by the students' Individualized Education Programs (IEPs). Case #08-23-1251.

The District has filed written responses to all four complaints, asserting that it has not unlawfully discriminated or retaliated against students or staff. District staff have also participated in interviews with OCR as part of OCR's investigation of these complaints.

The remaining two complaints filed with OCR involve a District high school and a District elementary school. One complaint alleges that the District unlawfully discriminated against the student on the basis of disability because it failed to provide the student with the services required by the student's IEP. Case #08-23-1422. The other complaint alleges that the District unlawfully discriminated against the student on the basis of disability for several reasons, including the use of restraint and seclusion with the student and failure to implement the student's IEP. Case #08-23-1425. The District has responded to both complaints and submitted evidence that it did not unlawfully discriminate against either student on the basis of the student's disability and that it has fully complied with its obligations under federal law.

Record of appeals submitted to the Board of Education: 0

Compliance Statement

The District's performance during the monitoring period has complied with the standard. While a number of state complaints have been filed, the district has met or will be meeting commitments to resolve those complaints in the future.

2.1.6 Policy Wording

The Superintendent shall not:

Fail to operate facilities safely with open and equitable use by students, their families and community members.

I interpret this language to mean:

That the district will provide community use policies and practices that allow families and community members equal opportunities for use of those facilities. In addition, I find this policy to mean that district facilities are maintained in good repair, and are safely operated with appropriate resources, and with appropriate safeguards for all students.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none">1. Since the inception of the 2016 Bond program, buildings were prioritized for bond construction by those in the most critical condition being scheduled at the beginning of the bond and newer buildings in better condition towards the end of the bond improvements schedule. Based upon the condition and needs of each building, the District is systematically making repairs and building-wide improvements including security improvements, playground equipment, building infrastructure at end of life, ADA accessibility, specials classroom upgrades and other improvements as needed by each building.2. There are Community Use Policies that clearly post expectations for Application, Fee Structures, and Terms of the Contract.	<ol style="list-style-type: none">1. Data from Community Use about facility use.2. Data from Facilities about improvements in school safety improvements.

Data Reported:

2022-23 Community Use Data

1. Adams 12 schools were used by the community for a total of 37,047 hours during the 2022-23 school year, up from 33,392 hours during the 2021-22 school year.
2. There are few exceptions for groups that have been denied, and those reasons have been: lack of space available to the requestor or lack of insurance required for use of our facilities.

2022-23 Facilities Data

1. Of bond investments, 40% is being spent on facilities older than 30 years, 13% on facilities between 10-29 years old, 16% on facilities built within the last 10 years (including Thunder Vista and FutureForward), and 31% on district wide investments.
2. One secured vestibule was installed in the spring of 2022 for a total of fifty-three secured vestibules since the summer of 2017. All school buildings have a secure vestibule.
3. 1,654 security cameras have been installed across all sites since 2018.

Compliance Statement:

The District's performance during the monitoring period has complied with the standard.

2.1.7 Policy Wording

The Superintendent shall not:

Fail to ensure an environment where students, family members or community members feel free to express their concerns or dissent in non-disruptive ways without fear of reprisal or the imposition of unreasonable consequences.

I interpret this to mean:

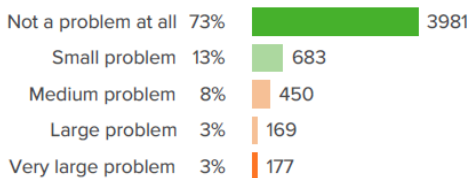
Through improvements in broad and varied engagement with students, families and the community, the district has fostered an environment, and in many cases, created a venue, where parents have the opportunity to express concerns or dissent without fear of reprisal.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ul style="list-style-type: none"> • District-based community groups designed to give parents a voice in the educational outcomes for their students: • AIPAC-American Indian Advisory Committee • HAC-Hispanic Advisory Committee • SEAC-Special Education Advisory Committee • Title I Parent Group • DAC-District Accountability Committee • LRPAC-Long Range Planning Advisory Committee • Leadership Academy (Intro to Adams 12 for community members) • FAC-Finance and Audit Committee • PLAN-Parent Leader Action Network • Adams 12 KID • District Health Advisory Committee • GT Parents Group • Calendar Study Committee • Equity and Engagement Team • Instructional Materials Selection Committee • La Voz Five Star • Policy Council • Café con Leche • School Based community groups designed to give parents a voice in the educational outcomes for students: <ul style="list-style-type: none"> • SAC-School Accountability Committee • PTO • Boosters • Parent Volunteers • Watch Dogs 	<ol style="list-style-type: none"> 1. Panorama Survey Question 5: Barriers to Engagement. 2. Record of district/state/federal complaints. 3. Record of appeals submitted to the Board of Education. 4. Administration of District surveys: <ul style="list-style-type: none"> • Staff Climate and Culture • Family School Relationships • Student Survey • Nutrition Services • Calendar Survey • School Targeted (e.g. new principal characteristics)

Data Reported:

Panorama Survey Question: Barriers to Engagement

Q.5: The school is not welcoming to parents



▲ 2 from last survey

Favorable: **85%**

Record of district/state/federal complaints: 0
Record of appeals submitted to the Board of Education: 0

The following District surveys have been administered to parents and community: Staff Climate and Culture, Family School Relationships, Student Survey, Nutrition Services, Calendar, and School Targeted (e.g. new principal characteristics)

Compliance Statement:

The District’s performance during the monitoring period has complied with the standard.

2.1.8 Policy Wording

The Superintendent shall not:

Prevent students, families or community members from being heard by the Board when internal hearing procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment.

I interpret the following language to mean:

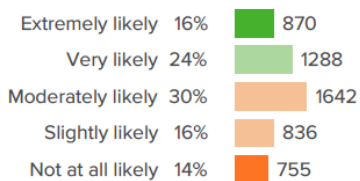
All stakeholders have the opportunity to appeal to the board if they feel that Board policy has been violated, and they have already filed a public complaint under policy 1550.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
1. The district offers parents who attend board meeting the opportunity to provide public comment.	1. Panorama Survey Question 5: District Environment 2. Record of district/state/federal complaints. 3. Record of appeals submitted to the Board of Education.

Data Reported:

Panorama Survey Question: District Environment

Q.5: If you had a reason to take a grievance to the Board of Education, how likely are you to file a complaint?



▲ 2 from last survey Favorable: **40%**

Record of district/state/federal complaints: 0
Record of complaints submitted to the Board of Education: 0

Compliance Statement:

The District’s performance during the monitoring period has complied with the standard.

2.1.9 Policy Wording

The Superintendent shall not:

Fail to establish effective, timely and necessary communication methods which provide for appropriate feedback between the district and affected persons or groups.

I interpret this to mean:

1. Schools and District respond to parents’ communication in a timely manner.
2. Parents receive feedback within the required 10 days after filing a public complaint under Policy 1550.
3. Parents working on District committees receive agendas, presentations, resource materials, and minutes when they participate on a District team.
4. Parents receive vital, pertinent, and emergency information via text and email messaging.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. Schools and District have a requested response time of 24-48 hours to email and phone calls. 2. District provides instant messaging to parents around school closure, school emergencies, and District events. 3. District has been proactive in establishing efficient and timely procedures for any reunification responses related to school emergencies. 4. Parents are responded to within the 10 day period after filing a public complaint. 5. Parents/Community members serving on District committees receive pertinent and timely information in support of their work, and responses to feedback from the District representative serving each respective committee. 	<ol style="list-style-type: none"> 1. Record of district/state/federal complaints. 2. Record of appeals submitted to the Board of Education.

Data Reported:

Record of district/state/federal complaints: 0

Record of appeals submitted to the Board of Education: 0

Compliance Statement:

The District’s performance during the monitoring period has complied with the standard.

The Board acknowledged receipt of a monitoring report as of August 16, 2023, for the period July 1, 2022 through June 30, 2023, of the Superintendent concerning Board Policy 2.1 Treatment of Students, Their Families and Community Members, and found the Superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete.

APPENDIX A

Discipline Proportionality Data

The following 2021-22 school year discipline data were obtained from the Colorado Department of Education (CDE), including enrollment, out of school suspension, and expulsion with services. The total number of expulsions for Adams 12 with services in 2021-22 was 35, so the number of disaggregated groups is limited due to CDE data suppression rules.

At this time, CDE only provides discipline data disaggregated by ethnicity, gender, English language learners (ELLs), students with 504 plans, and students with IEPs. When CDE provides disaggregated data by other special program (e.g. students receiving free and reduced lunch, etc.), those disaggregated groups will be included in this analysis.

For the purposes of this analysis, a group of Adams 12 students is considered to be receiving disproportionate discipline if that group has a greater percentage of disciplinary incidences than the group's percentage of total enrollment and that difference in percentage exceeds the value for the State. Incidences of disproportionate discipline in Adams 12 appear in red font.

Note: Disproportional discipline is an effective method to track trends in disciplinary incidences across subgroups; however, it does not necessarily indicate inconsistency of application of disciplinary practices. The root cause for disproportionate disciplinary outcomes is difficult to discern without a substantive program evaluation.

Out of School Suspensions (OSS)

Group	Total Enrollment		% of Total Enrollment		% of OSS		Difference – OSS to Enrollment	
	State	Adams 12	State	Adams 12	State	Adams 12	State	Adams 12
American Indian/Alaskan Native	5742	167	0.6%	0.5%	1.0%	0.6%	0.4%	0.1%
Asian	28,214	2127	3.2%	5.9%	1.0%	1.3%	-2.2%	-4.6%
Black	40,229	581	4.5%	1.6%	9.6%	3.6%	5.1%	2.0%
Hispanic or Latino	306,215	15,858	34.5%	44.0%	46.4%	60.4%	11.9%	16.4%
Native Hawaiian/Pacific Islander	2578	39	0.3%	0.1%	0.3%	0.1%	0.0%	0.0%
Two or More Races	43,353	1694	4.9%	4.7%	5.5%	3.0%	0.6%	-1.7%
White	460,186	15,612	51.9%	43.3%	36.2%	31.0%	-15.7%	-12.3%
Female	431,522	17,525	48.6%	48.6%	30.7%	33.0%	-17.9%	-15.6%
Male	454,995	18,553	51.3%	51.4%	69.3%	67.0%	18.0%	15.6%
Multilingual Learners	109,581	5577	12.3%	15.5%	13.2%	20.2%	0.9%	4.7%
Students with 504 Plans	28,898	1801	3.3%	5.0%	4.5%	8.0%	1.2%	3.0%
Students with IEPs	105,399	4212	11.9%	11.7%	25.9%	22.6%	14.0%	10.9%

Expulsions (EXP)

Group	Total Enrollment		% of Total Enrollment		% of EXP		Difference – EXP to Enrollment	
	State	Adams 12	State	Adams 12	State	Adams 12	State	Adams 12
Hispanic or Latino	306,215	15,858	34.5%	44.0%	50.5%	71.4%	16.0%	27.4%
White	460,186	15,612	51.9%	43.3%	29.2%	20.0%	-22.7%	-23.3%
Female	431,522	17,525	48.6%	48.6%	24.5%	31.4%	-24.1%	-17.2%
Male	454,995	18,553	51.3%	51.4%	75.5%	68.6%	24.2%	17.2%
Multilingual Learners	109,581	5577	12.3%	15.5%	13.6%	28.6%	1.3%	13.1%
Students with IEPs	105,399	4212	11.9%	11.7%	21.1%	17.1%	9.2%	5.4%