

INTERNAL MONITORING REPORT

August 21, 2024

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

POLICY CATEGORY: Operating Limitations

PERIOD MONITORED: 2023-24 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 2024 from January 29 to February 16, 2024.

Participation

4451 parents responded across the Five Star District to the survey in the winter of 2024, a significant decrease from 5514 parents responding in the winter of 2023.

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 result [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 21, 2024

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.

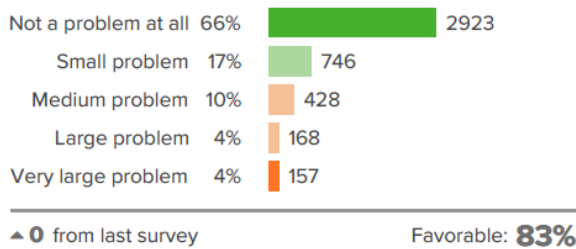
District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. District has made improvement and progress in ensuring easy and accurate access to information for students and families. 2. District has expanded or enhanced district communication 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, including a Spanish Facebook page (Five Star en español) 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. 	
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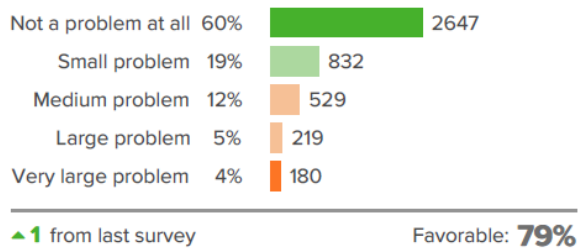
Data Reported:

Panorama Survey Question Category: Barriers to Engagement

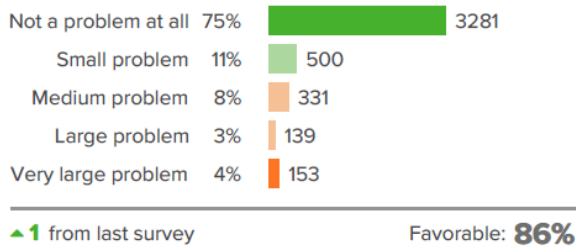
Q.3: You feel unsure about how to communicate with the school



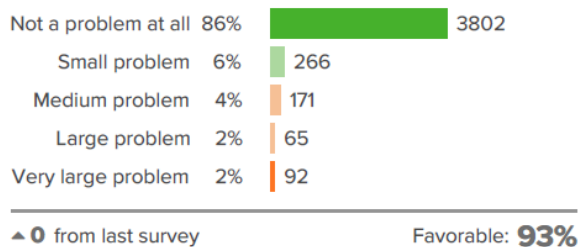
Q.4: The school provides little information about involvement opportunities



Q.5: The school is not welcoming to parents



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



Record of district/state/federal complaints: 0

Record of appeals to the Board of Education: 0

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 two of the four survey questions, with stable favorability on the other two questions. Additionally, 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:

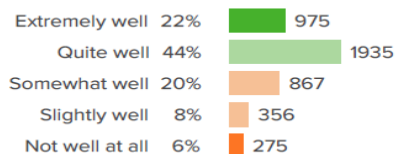
1. Parents have access to discipline policies and procedures for each level of schooling.
2. Parents receive communication about their student in a timely manner, and are assured that due process procedures are applied.
3. There is no evidence of disproportionality in the areas of gender, race, or special 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 aligned to the new matrix was conducted for all deans and assistant principals. Training and support for the new matrix will be ongoing during the 2024-25 school year. 2. Work on a District-wide Behavior Manual continued during the 2023-24 school year with the work most likely finalized during the 2024-25 school year. 3. The District committee has published an MTSS framework, though it will continue to be refined. To support this work, the initial rollout of the Five Star Student Insights platform began and will continue in future school years. 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. This work is reflected in the Matrix Supplemental document that has been shared with schools. 5. We have appointed equity practitioners to help develop and lead professional learning around equity, culture, belonging and inclusion training for the system. This work will continue into the 2024-2025 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?



▲ 0 from last survey

Favorable: **66%**

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

2022-23 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 and multilingual learners, were disproportionately suspended out of school, representing only 16.7% of possible subgroups.

Of the six subgroups in the expulsion analysis, Hispanic/Latino students, males and multilingual learners were disproportionately expelled, representing 50% 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

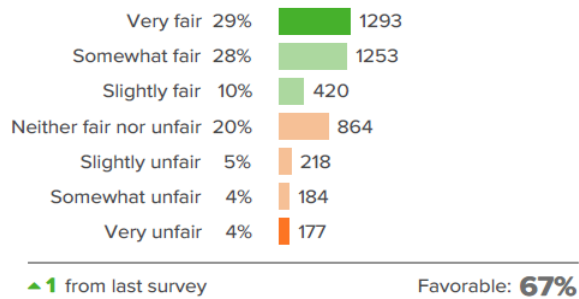
District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. All elementary and K-8 schools administered the DIBELS 8 assessment in alignment with the ELAT grant to meet READ Act requirements in fall winter and spring. Additionally, for students below and well below benchmark, progress monitoring assessments were administered periodically to evaluate student progress. 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. All students in grade 1-5 were required to take the end of unit assessments in 2023-24 to provide evidence of their achievement of standards over time. Kindergarten students began taking the assessments in second semester. 3. The district has adopted and implemented Five Star Student Insights, a data dashboard during the 2023-24 school year to support MTSS, data integration, and, potentially, a summative and 	<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.

<p>formative assessment platform.</p> <p>4. All district high schools engaged for the third consecutive year in professional development related to daily use of formative assessment practices in classrooms. The focus of third year was planning for and integrating all five practices into daily lessons. The work will continue in the 2024-25 school year as each school’s leadership team will expand efforts to incorporate those practices schoolwide.</p> <p>5. Assessment development training was provided to middle school ELA teachers and coaches in the spring of 2024. Trainees will collaborate with district Literacy and Assessment team staff to develop an assessment for every ELA unit in grades 6-8 in the 2024-25 school year.</p>	
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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 complied with the standard.

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
1. All schools host parent-teacher conferences twice per year, secondary schools send grades home quarterly, and elementary schools send grades	1. Record of district/state/federal complaints. 2. Record of appeals submitted to the Board of Education.

<p>home to parents each semester.</p> <ol style="list-style-type: none"> 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-managed schools serving grades 6-8 engaged in a process to develop a common grading system similar to the high school grading system with a summative letter grade, though grades will be also provided for subcomponents of the overall grade call 'grade reporting criteria'. This system will be implemented for grades 6-8 in the 2024-25 school year. 	
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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

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.

<p>District-wide Strategic Improvements to Process, Procedure, and Practice</p>	<p>Data Sources</p>
<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 substantive revisions for the 2024-25 school year include an updated nondiscrimination notice and a new section regarding student cell phone use. 2. The annual legal notifications, commonly requested information, student health/wellness 	<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.

<p>information, and student code of conduct summary were all updated to reflect changes to law and District Policies, including Policy 8400, Nondiscrimination and Policy 5060, Student Dress Code.</p>	
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Data Reported:

All Adams 12 district schools have posted their student/parent handbook on their school website.

Record of district/state/federal complaints: 6

One complaint was filed with a federal agency, specifically the Office for Civil Rights (OCR) within the United States Department of Education. The complaint involves a District high school and 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 #08-23-1489. The District has responded to the complaint and submitted evidence that it did not unlawfully discriminate against the student on the basis of the student's disability and has fully complied with its obligations under federal law.

Five complaints were filed with a state agency, as follows:

- One complaint alleged that the District violated the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA) by taking the position that staff emails do not constitute student education records. The state complaints officer agreed with the District's position that the District did not violate the IDEA or FERPA.
- One complaint alleged that the District violated the IDEA's reevaluation requirements. The state complaints officer agreed with the District's position and concluded that the District timely conducted the student's reevaluation and did not violate the IDEA.
- Two complaints requested a due process hearing for a student with disabilities.
 - One due process complaint alleged that the District failed to provide a free appropriate public education (FAPE) to the student as required by the IDEA. The District was able to resolve the dispute and the complaint was dismissed.
 - The other due process complaint alleged that the District failed to timely evaluate a student under the IDEA and failed to provide the student with a FAPE. The District was able to resolve the dispute and the complaint was dismissed.
- One complaint requested an expedited due process hearing for a student with disabilities, alleging that the District failed to timely evaluate the student under the IDEA and incorrectly determined that the student's behavior was not a manifestation of the student's disability. The District was able to resolve the dispute and the complaint was dismissed.

Record of appeals submitted to the Board of Education: 1

During the 2023-24 school year, one 1550 complaint was not resolved by District administration and the complainants appealed to the Board.

Compliance Statement

The District's performance during the monitoring period has complied with the standard. While some complaints have been filed, the District has resolved or successfully defended these complaints and will meet its commitment to resolve the remaining federal complaint 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:

2023-24 Community Use Data

1. Adams 12 schools were used by the community for a total of 29,223 hours during the 2023-24 school year, down from 37,047 hours during the 2022-23 school year. This reduction is mainly due to middle school sports, which reduced availability for gym rentals.
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.

2023-24 Facilities Data

1. Emergency preparedness lockboxes were installed at every school to support police department responders.
2. Intercom systems were upgraded at 4 schools with upgrades planned district-wide in the future.
3. ADA upgrades were completed in select student toilet rooms at Future Forward Bollman.
4. Stage curtain replacements were completed at 10 schools for fire code compliance.
5. Boiler replacement was completed at 2 elementary schools.
6. HVAC temperature control upgrades were completed at 7 schools.
7. Elevator modernizations were completed at 3 schools to address obsolete elevator control systems.
8. Phase 1 of Legacy HS roof replacement was completed (Phase 2 will be completed summer of 2024).

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:

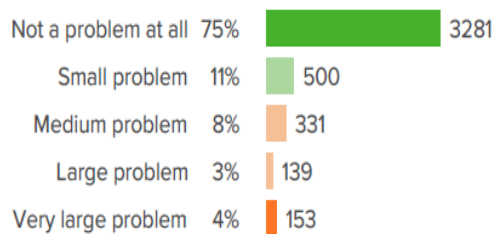
Through improvements in broad and varied engagement with students, families and the community, the district has fostered an environment, and in many cases, created a venue, where parents have the opportunity to express concerns or dissent without fear of reprisal.

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 • SEAC-Special Education Advisory Committee • 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 • Equity and Engagement Team • Instructional Materials Selection Committee • La Voz Five Star • Policy Council • 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 • Blueprint 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



▲1 from last survey

Favorable: **86%**

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, Blueprint, 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:

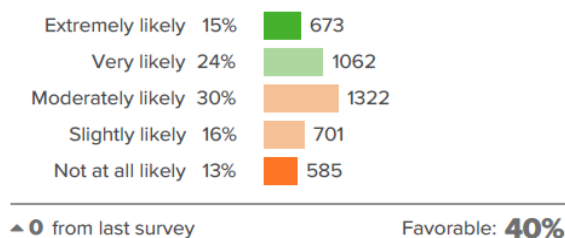
All stakeholders have the opportunity to appeal to the board if they feel that Board policy has been violated, and they have already filed a public complaint under policy 1550.

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?



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 21, 2024, for the period July 1, 2023 through June 30, 2024, 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 2022-23 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 2022-23 was 62, 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	5,450	164	0.6%	0.5%	1.1%	0.1%	0.5%	-0.4%
Asian	28,473	2,372	3.2%	6.6%	1.1%	1.8%	-2.1%	-4.8%
Black	40,089	549	4.5%	1.5%	9.6%	3.2%	5.1%	1.7%
Hispanic or Latino	303,131	15,973	34.3%	44.7%	47.0%	61.5%	12.3%	15.8%
Two or More Races	44,893	1,761	5.1%	4.9%	5.6%	3.6%	0.5%	-1.3%
White	451,495	14,879	51.1%	41.6%	35.3%	28.9%	-15.8%	-12.7%
Female	426,456	17,250	48.3%	48.3%	32.0%	34.2%	-16.3%	-14.1%
Male	449,720	18,497	51.7%	51.7%	68.0%	65.8%	16.3%	14.1%
Multilingual Learners	109,809	5,557	12.4%	15.5%	12.7%	17.9%	0.3%	2.4%
Students with 504 Plans	29,567	1,852	3.3%	5.2%	7.9%	7.9%	4.6%	2.7%
Students with IEPs	109,623	4,419	12.4%	12.4%	25.9%	22.1%	13.5%	9.7%

Expulsions with Services (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	303,131	15,973	34.3%	44.7%	49.0%	71.0%	15.7%	26.3%
White	451,495	14,879	51.1%	41.6%	29.4%	22.6%	-21.7%	-19.0%
Female	426,456	17,250	48.3%	48.3%	27.7%	25.8%	-20.6%	-22.5%
Male	449,720	18,497	51.7%	51.7%	72.3%	74.2%	20.6%	22.5%
Multilingual Learners	109,809	5,557	12.4%	15.5%	10.0%	27.4%	-2.4%	11.9%
Students with IEPs	109,623	4,419	12.4%	12.4%	16.2%	11.2%	3.8%	-1.2%