

INTERNAL MONITORING REPORT

June 4, 2025

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

POLICY CATEGORY: **Operating Limitations**

PERIOD MONITORED: **2024-25 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 seventh annual administration of its Parent Engagement and Satisfaction Survey for Adams 12 Five Star Schools in the winter of 2024 from January 27 to February 14, 2025.

Participation

5854 parents responded across the Five Star District to the survey in the winter of 2025, a significant increase (31.4%) from 4454 parents responding in the winter of 2024.

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
June 4, 2025

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.

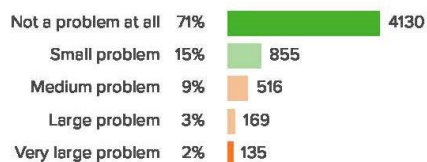
District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
1. District has made improvement and progress in ensuring easy and accurate access to information for students and families. 2. District has expanded or enhanced district communication via multiple channels: ● District has upgraded the website to a new platform with improved navigation and language features. ● District utilizes Facebook, X, LinkedIn and Instagram as a districtwide social media platform. ● District has expanded the use of text messaging via School Messenger to parents to inform them about schoolsafety 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 option on the website, and reaching out personally with phone calls and text messages partnering with the Student and Family Outreach Program. ● The district has added staff positions in key departments to better serve the needs of our multilingual students and families. This has	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.

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. The district is launching a new app for 2025-2026 across all schools to support two-way communication between families and schools. One key feature is automatic translation, enabling families to communicate in their preferred language.	
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Data Reported:

Panorama Survey Question Category: Barriers to Engagement

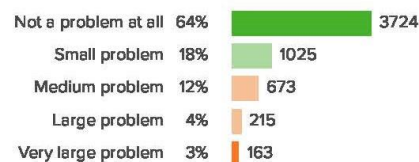
Q.3: You feel unsure about how to communicate with the school



▲ 3 from last survey

Favorable: **86%**

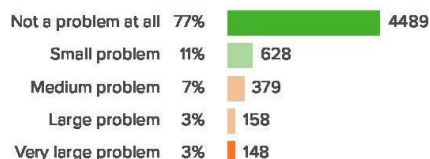
Q.4: The school provides little information about involvement opportunities



▲ 3 from last survey

Favorable: **82%**

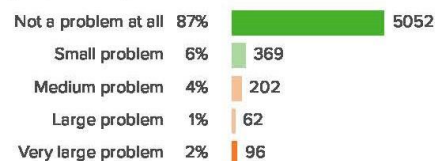
Q.5: The school is not welcoming to parents



▲ 2 from last survey

Favorable: **88%**

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



▲ 1 from last survey

Favorable: **94%**

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 all four survey 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:

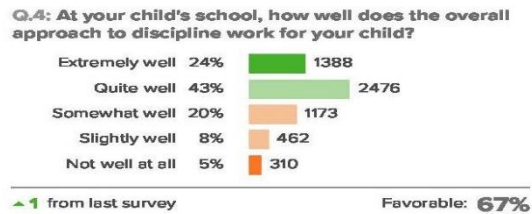
Use any method of discipline for student behavior that is unclear, untimely or inconsistently applied.

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
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 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 Five Star Student Insights platform has been gradually upgraded over the course of the 2024-25 school year. 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. 6. A multidisciplinary Expulsion Review Team process has been established and utilized this year. The team reviews all expulsion requests and Alternative to Expulsion Violation requests to ensure all of the factors of HB23-1291 have been considered. This process has significantly reduced expulsions, and feedback from the system is overwhelmingly positive.	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



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 eleven subgroups in the out of school suspension analysis, Hispanic/Latino students, multilingual learners, students with IEPs were disproportionately suspended out of school, representing only 27.3% of possible subgroups.

Of the seven subgroups in the expulsion analysis, Black student, Hispanic/Latino students, and multilingual learners were disproportionately expelled, representing 42.9% 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:

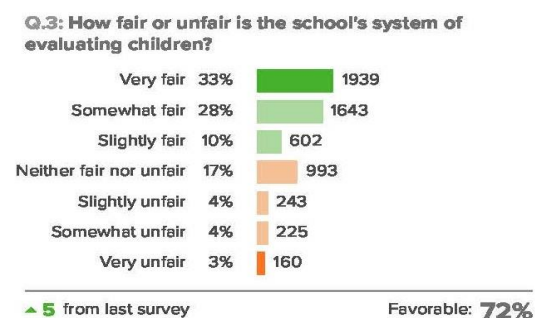
- Aligned to state standards and/or to the course descriptions and outcomes for students ; and
- Administered in a timely manner, and at secondary, aligned to the course syllabi

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
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.	1. Panorama Survey Question 3: School Climate. 2. Record of district/state/federal complaint. 3. Record of appeals submitted to the Board of Education.

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 2024-25 to provide evidence of their achievement of standards over time. Kindergarten students began taking the assessments in second semester. The District Literacy Team is working to develop alternative options beyond unit assessments to allow more choice for schools to better meet students' needs. 3. The district has continued to expand the implementation of Five Star Student Insights, a data dashboard during the 2024-25 school year to support MTSS, data integration, and, potentially, a summative and formative assessment platform. 4. All district high schools engaged for the fourth consecutive year in professional development related to daily use of formative assessment practices in classrooms. The focus of the fourth year continue was to empower each school's leadership team to expand efforts to incorporate those practices schoolwide. 5. Middle school teachers and coaches collaborated with district Literacy and Assessment team staff to develop an assessment for every ELA unit in grades 6-8. With the adoption of the myPerspectives resource in the spring of 2025, the district Literacy team is collaborating with middle school teachers, coaches and principals to determine which assessments will be given in ELA classes for the 2025-26 school year.	
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Data Reported:

Panorama Survey Question: School Climate



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. There was an increase in the percentage of favorable responses on the survey question. Additionally, there were no unresolved district/state/federal complaints and written appeals to the Board of Education.

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 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 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. This system was implemented for grades 6-8 in the 2024-25 school year and ongoing feedback was gathered throughout the course of the school year.	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.

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.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
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 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.	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.

Record of district/state/federal complaints: 6

Three complaints were filed with a federal agency, specifically the Office for Civil Rights (OCR) within the United States Department of Education, as follows:

- One complaint alleged that the District discriminated against the student on the basis of disability by failing to consider the student's need for Applied Behavior Analysis (ABA) therapy at school to receive a free appropriate public education (FAPE). Case #08-24-1710. The parties were able to resolve the complaint through an OCR-facilitated mediation and OCR closed the complaint.
- One complaint alleged that the District discriminated against the student on the basis of race and disability because it failed to respond appropriately to harassment of the student and failed to address any potential impact on the provision of a FAPE to the student. Case #08-25-1123. The District has responded to the complaint and submitted evidence that it did not unlawfully discriminate against the student on the basis of race or disability and has fully complied with its obligations under federal law.
- One complaint alleged that the District discriminated against the student on the basis of disability by denying the student's inter-district transfer request. Case #08-25-1124. The District has responded to the complaint and submitted evidence that it did not unlawfully discriminate against the student on the basis of disability and has fully complied with its obligations under federal law.

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

- One complaint alleged that the District violated the Individuals with Disabilities Education Act (IDEA) by transferring a student from the student's neighborhood school to another District school to conduct its initial evaluation of the student. The state complaints officer agreed with the District's position and concluded that the District did not violate the IDEA.
- One complaint alleged that the District violated the IDEA when it refused to allow the student's private ABA therapist to attend school with the student on a full-time basis. The state complaints officer agreed with the District's position that the District properly considered the parent's concerns in accordance with the IDEA and concluded that the District did not violate the IDEA.
- One complaint requested a due process hearing for a student with disabilities. The due process complaint alleged that the District failed to provide a free appropriate public education (FAPE) to the student as required by the IDEA.

and sought private school reimbursement. The District was able to resolve the dispute and the complaint was dismissed.

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 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
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.	1. Data from Community Use about facility use. 2. Data from Facilities about school improvements.

Data Reported:

2024-25 Community Use Data

1. Adams 12 schools were used by the community for a total of 35,508.02 hours during the 2024-25 school year, up from 29,223 hours during the 2023-24 school year. This increase is mainly due to an increase in gym usage by club sports.
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.

2024-25 Facilities Data

1. Phase 2 of the Legacy HS roof replacement was completed.
2. Silver Creek ES roof replacement.
3. Century MS Consumer and Family Sciences cooking lab was upgraded and brought into operation for a new elective course.
4. Northglenn HS track and turf field replacement.
5. New Independence Academy building was completed and opened for students in August 2024.
6. The Core network switches in all three data centers were replaced, ensuring resilience and communication capacity for all staff and students.

7. New life safety / security infrastructure systems including:
 - Wireless system, referred to as AES, for fire alarm and security lockdown communicators installed in all district buildings (74);
 - New lockdown panels, which secure doors when the lockdown button is activated, installed in all schools (52);
 - Secure buttons were installed in 28 buildings so that all schools have both a lockdown button and a secure button; and
 - New intrusion panels to monitor the intrusion alarm system installed in all district buildings (60).

Compliance Statement:

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

2.1.7 Policy Wording

The Superintendent shall not:

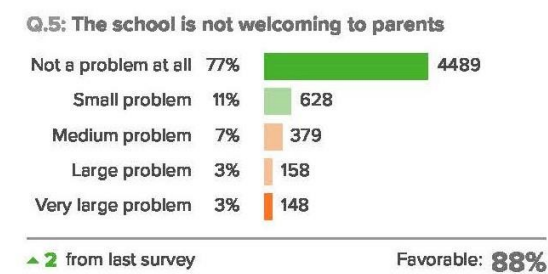
Fail to ensure an environment where students, family members or community members feel free to express their concerns or dissent in non-disruptive ways without fear of reprisal or the imposition of unreasonable consequences.

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
• 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) • SSLC - Superintendent Student Leadership Council • 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: • SAC-School Accountability Committee • PTO • Boosters • Parent Volunteers • Watch Dogs	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: • Staff Climate and Culture • Family School Relationships • Student Survey • Nutrition Services • School Targeted (e.g. new principal characteristics)

Data Reported:
Panorama Survey Question: Barriers to Engagement



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, and School Targeted (e.g. new principal characteristics)

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

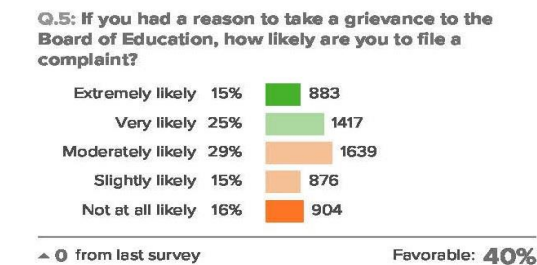
2.1.8 Policy Wording

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



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
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.	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.

APPENDIX A

Discipline Proportionality Data

The following 2023-24 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 2023-24 was 56, 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.

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
881464								
American Indian/Alaskan Native	5348	147	0.6%	0.4%	1.1%	0.9%	0.5%	0.5%
Asian	28899	2415	3.3%	6.9%	1.2%	1.4%	-2.1%	-5.5%
Black	40072	533	4.5%	1.5%	9.0%	3.7%	4.5%	2.2%
Hispanic or Latino	312687	15949	35.5%	45.6%	48.0%	63.7%	12.5%	18.1%
Two or More Races	46570	1749	5.3%	5.0%	5.9%	4.2%	0.6%	-0.8%
White	444987	14166	50.5%	40.5%	34.4%	26.1%	-16.1%	-14.4%
Female	428842	16920	48.7%	48.3%	30.9%	34.8%	-17.8%	-13.5%
Male	452225	18067	51.3%	51.6%	69.1%	65.2%	17.8%	13.6%
Multilingual Learners	114509	5810	13.0%	16.6%	15.2%	19.0%	2.2%	2.4%
Students with 504 Plans	36545	1944	4.1%	5.6%	6.0%	8.3%	1.9%	2.7%
Students with IEPs	113992	4549	12.9%	13.0%	26.0%	24.6%	13.1%	11.6%

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
Black	40072	533	4.5%	1.5%	8.1%	14.3%	3.6%	12.8%
Hispanic or Latino	312687	15949	35.5%	45.6%	50.4%	67.9%	14.9%	22.3%
White	444987	14166	50.5%	40.5%	32.8%	16.1%	-17.7%	-24.4%
Female	428842	16920	48.7%	48.3%	26.5%	28.6%	-22.2%	-19.7%
Male	452225	18067	51.3%	51.6%	73.5%	71.4%	22.2%	19.8%
Multilingual Learners	114509	5810	13.0%	16.6%	15.3%	25.0%	2.3%	8.4%
Students with IEPs	113992	4549	12.9%	13.0%	18.8%	17.9%	5.9%	4.9%