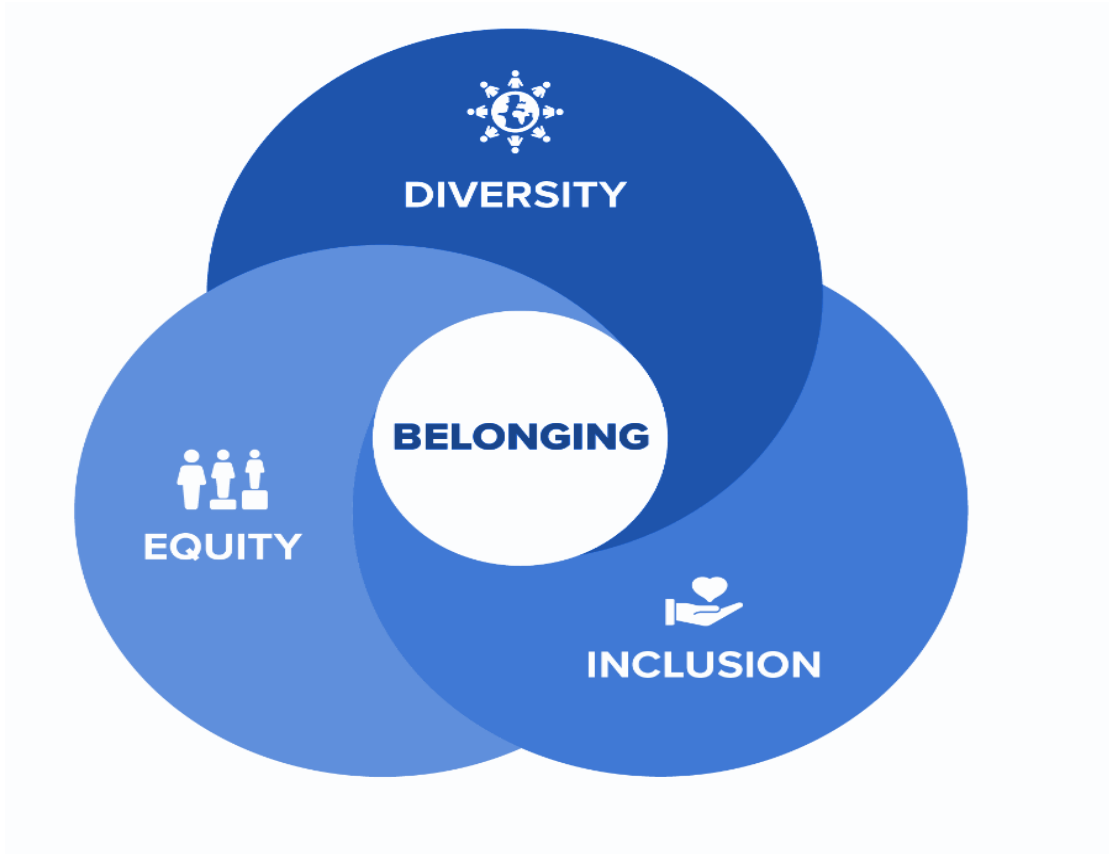


SWIFT REPORT CARD

Spring 2023



Moving the Needle on Equity

Board Equity Oversight Committee (BEOC)

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REPORT SUMMARY

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INTRODUCTION

Equity is defined as the “transformed ways in which systems and individuals habitually operate to ensure that every learner - in whatever learning environment that learner is found - has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life“ (Scott, 2001, p.6). In this context, equity is achieved when the following evidence is clear:

1. All identifiable groups of learners show comparably high achievement.
2. Historically underrepresented students are encouraged and supported to participate in advanced courses, extracurricular activities, programs, and services without system barriers.
3. All groups of staff, students, and their families report feeling accepted, valued, respected, supported, and safe without fear of threat, humiliation, danger, or disregard.
4. All students receive the pedagogical, social, emotional, and psychological support needed for high achievement.
5. Money, time, qualified staff, proper facilities, materials, and support are provided based on need.

Through a diverse stakeholder input process, the Board Equity Oversight Committee developed the Systemwide Integrated Framework for Transformation (SWIFT) to serve as a roadmap for PAUSD educators to achieve the goal of equitable outcomes and experiences for all students. THE SWIFT Report Card highlights key outcomes data to monitor progress on the goals identified in the SWIFT Plan.

Central to the SWIFT Report Card is the assessment of the performance of identified focus groups (e.g., students of color, English Learners, students with disabilities, and students from low socioeconomic backgrounds) through comparative analysis of disaggregated data in 5 goal areas.

1. Academic Achievement
2. School Climate
3. Student Supports
4. Access and Opportunity
5. Educator/Leadership Development

The SWIFT Plan and the Report Card reflects the District’s collective commitment to equity and excellence and will be shared with site leaders for additional analysis and follow up.

This report serves as the District's first update on progress and will be reviewed and discussed at a regular meeting of the Board of Education routinely each year.

Overview of the Equity Framework

The SWIFT Framework is based on research in educational equity and provides a focused and integrated approach to tackling inequities. The Framework's key components are represented in the PAUSD Equity Logo.

Who will we impact? All groups regardless of demographics will benefit from the integrated approach to equity. However, intentional focus is placed on groups of students that data shows fare less well in various aspects of the system.

How will we make an impact?

Shifts in culture, practice and leadership are expected to result in meaningful improvements in outcomes for students traditionally underserved.

What parts of the system will we impact?

The shifts in culture, practice, and leadership are designed to impact 7 domains of the system:

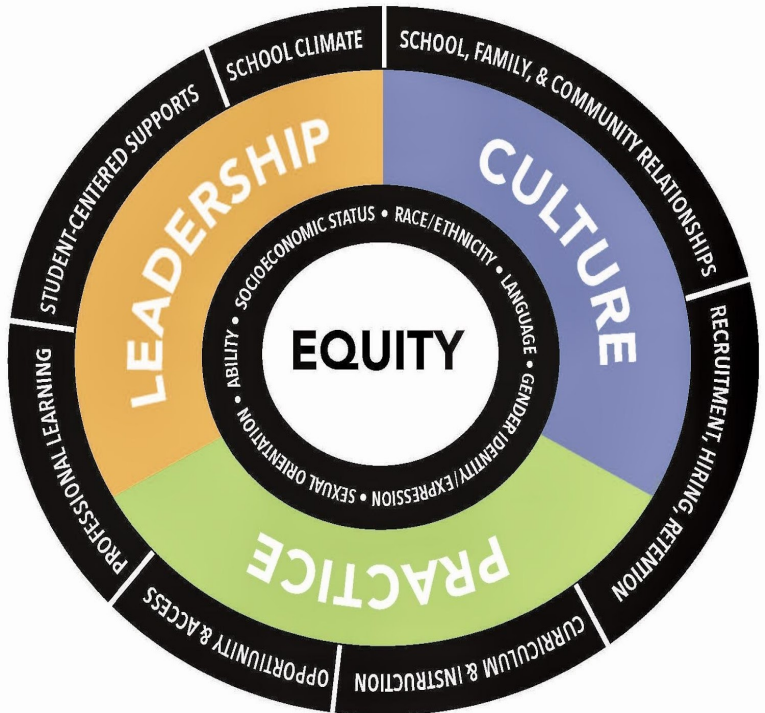
- *Curriculum and Instruction/High Quality Teaching and Learning*
- *Opportunity and Access*
- *Professional Learning and Accountability*
- *Student-Centered Supports*
- *Culture and Climate*
- *School, Family, and Community Partnerships*
- *District Operations*

Data and Analysis

The Annual SWIFT Report Card explores subgroup data to measure the extent to which demographics is linked to outcomes. The data presentations are grouped by the following goal areas:

1. Academic Achievement
2. School Climate
3. Access and Opportunity
4. Student Supports
5. Educator/Leadership Effectiveness (Development)

The primary quantitative data in this report card was created directly from the California School Dashboard, produced annually by the California Department of Education. Where applicable, data is analyzed in comparison to a baseline established from the 2019 and/or 2022 California



Dashboard data. Quantitative data from the Panorama survey compares results from the Spring 2022 administration with data from the Fall 2022 administration.

Each goal area yielding quantitative data is presented as a data chart and disaggregated by race/ethnicity, English Learner status, disability status, and economic status wherever possible.

Progress on these measures are defined as a 3% improvement or better in the applicable quantitative measure when compared with the baseline or prior year's data. Data on goal areas 1 through 3 are primarily quantitative in nature.

Qualitative data is the descriptive and conceptual findings collected through surveys, anecdotal information, observation, and documentations. This data is presented as a summary of key accomplishments. Goals that yield primarily qualitative results are accompanied by summaries of progress and any tangible deliverables associated with the goal. Data on goal areas 4 and 5 are primarily qualitative in nature.

All data presented in the SWIFT Report Card are District-level analyses. Additional information about performance at the school level can be found on the [California Dashboard](#) and attachments to this report.

Measuring Progress

Progress is defined as a 3% increase in the goal area for each focus group. Progress that is marked “YES” indicates that a minimum of a 3% increase occurred for the group. A progress indicator that is marked as “Not Yet” indicates that there may or may not have been an increase observed, but the indicator did not show a 3% increase. If the progress indicator is marked as Baseline, it means that no prior data is available or a new baseline was established.

Student Participation and Enrollment

The data presented must be interpreted with caution in the report as a whole, as percentages can be misleading in groups with small n sizes as the percentages listed could be dramatically changed by the addition of one or two students. In addition, student enrollment changes from year to year, therefore, all data was analyzed based on enrollment numbers for the applicable year in which the data was derived to ensure the greatest degree of accuracy. Figure 1.0 outlines District enrollment by race for the past three years.

Figure 1.0. Student Enrollment By Year (2020 to 2022)

SY	Total	Black	Am. Ind/ AK Native	Asian	Filipino	Hispanic	Pac. Island	White	2 or More
21-22	10,509	1.8%	0.1%	38.3%	0.8%	14.9%	0.9%	32.1%	11.0%
20-21	10,754	1.7%	0.1%	37.5%	0.9%	13.9%	1.0%	33.9%	11.0%
19-20	11,745	1.8%	0.1%	36.9%	0.8%	13.2%	0.8%	35.8%	10.4%

Key Terms

The following are key terms often confused but frequently used in discussions about educational equity. The terms are defined according to how they are used in the context of schools; thus, the definitions here may differ from other known definitions.

1. **Belonging** refers to the emotional and experiential outcome of inclusion. All humans share the need to be taken in, cared-for, protected, and valued by a group, community, or organization. Belonging gives people a voice in a community, and encourages and enables them to contribute to it and to expect support from it as well (Gallegos, 2007).
2. **Culturally Responsive Teaching** refers to the use of students' customs, characteristics, experience, and perspectives as tools for better classroom instruction (Gay, 2000).
3. **Disproportionality** refers to a group's representation in a particular category that exceeds expectations for that group, or differs substantially from the representation of others in that category (NASP, 2018).
4. **Diversity** refers to the full range of human differences within overarching similarities. These differences can be visible or invisible, mutable or not. Schools foster diversity by ensuring that their communities include people from many different backgrounds and perspectives.
5. **Equity** The transformed ways in which systems and individuals habitually operate to ensure that every learner, in whatever learning environment that learner is found, has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life (Scott, 2001, p.6).
6. **Identifiable Groups** - All groups that are identified in the student information system.
7. **Focus Groups** - Black, Hispanic, Pacific Islander/Native Hawaiian, Native American Indian/Alaskan Native, economically disadvantaged, English Learners, and student with disabilities
8. **Inclusion** refers to individual and institutional behaviors that show people they are accepted, respected, and valued. Inclusion helps ensure all community members have access to the benefits and opportunities the school provides. Inclusion is also closely related to belonging.
9. **Intellectual Disability (ID)** refers to significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance (California Code of Regulations; 5 CCR § 3030)
10. **Intersectionality** refers to the ways in which systems of inequality based on gender, race ethnicity, sexual orientation, gender identity, disability, class and other demographics intersect to create unique dynamics and effects in outcomes and experiences (Center for Intersectional Justice, 2018).
11. **PAUSD Equity** The educational policies, practices, and programs as well as attitudes, beliefs, and values that reflect explicit efforts to reduce disparities that flow along the lines of race/ethnicity, gender/gender identity, disability, and socioeconomic status such that demographics no longer predict experiences or outcomes (Equity Committee, 2019).
12. **Specific Learning Disability (SLD)** refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

KEY DATA TAKEAWAYS

The SWIFT Report Card provides quantifiable evidence of success as well as areas that require more attention.

GOAL 1: Academic Achievement

- a. Academic achievement in English Language Arts (ELA) increased in all focus groups.
- b. Academic achievement in math declined for African Americans and Pacific Islanders and remained relatively stable for all other focus groups.
- c. The percentage of students meeting A-G eligibility increased for Hispanic and socioeconomically disadvantaged groups and remained relatively stable for other focus groups.

GOAL 2: School Climate

- a. Teacher and staff perceptions of the overall school climate improved from Spring 2022 to Fall 2022.
- b. Student perceptions of diversity and inclusion ranked the highest out of all categories assessed.
- c. Of all categories assessed between Spring 2022 and Fall 2022, Cultural Awareness and Action showed the greatest increase in favorable student responses.
- d. The percentage of Pacific Islander students who ranked Teacher-Student Relationships favorably was highest among all focus groups.
- e. Chronic Absenteeism increased for all groups, with significant increases seen in the focus groups.

GOAL 3: Access and Opportunity

- a. Suspension rates declined overall.
- b. Disproportionality in school suspension decreased in all subgroups with the exception of Pacific Islanders when compared to data from 2019. Suspensions in 2021 were low overall due to the pandemic.
- c. Racial disproportionality in special education is steadily declining.

GOAL 4: Student Supports

- a. The development of the Districtwide MTSS Infrastructure is in progress.
- b. New staff has been hired to support intervention.
- c. An MTSS Early Warning and Identification system is purchased.

GOAL 5: Educator/Leadership Development

- a. 14 school sites are working directly with the Office of Equity and Student Affairs to learn, collaborate, and strengthen equity literacy skills and equity-focused leadership.
- b. 25 Multicultural Affairs Liaisons (MALs) were appointed to serve as principal accountability partners and equity leads at the site level.
- c. A classroom-based Equity Assessment Tool is under review.

GOAL 1: ACADEMIC ACHIEVEMENT

Increase the percentage of identifiable historically underrepresented groups in PAUSD who meet state standards in reading and math, pass classes with a C- or better, and meet A-G eligibility.

Finding 1.1 English Language Arts (ELA)

All identifiable groups showed an increase in the percentage of students who met/exceeded standards in ELA. Data was disaggregated to determine if progress was made in the percentage of students in the focus group who met or exceeded standards in ELA by a minimum of a 3% increase. Pacific Islanders and students with disabilities met the District SWIFT goal.

Figure 1.1 Percent of Students meeting or exceeding Standards in ELA by Subgroup

Student Groups	SY20-21 % Met/Exceeded	SY21-22 % Met/Exceeded	Change in %	Progress 3% or more
Homeless	*	27.78%	N/A	*
English Learners	37.74%	38.59%	+0.85	Not Yet
Pacific Islander	31.92%	42.55%	+10.63	YES
Students with Disabilities	39.86%	43.04%	+3.18	YES
Econ. Disadvantaged	43.61%	44.41%	+0.80	Not Yet
African American	49.41%	50.00%	+0.59	Not Yet
Hispanic	51.42%	53.28%	+1.86	Not Yet
Filipino	70.83%	81.82%	+10.99	
White	83.19%	85.42%	+2.23	
Two or more races	84.39%	87.24%	+2.85	
Asian	91.02%	93.62%	+2.06	

Finding 1.2 Math

Data was analyzed to determine if progress was made in the percentage of students in the focus group who met or exceeded standards in math. Five out of 11 identifiable groups showed an increase in the percentage of students who met/exceeded standards in math. The most significant improvement was made in the percent of Pacific Islander students who made the greatest increase of 11 percentage points. Of greatest concern is the significant decline for students designated as homeless and the nearly 3% reduction for African American students.

Figure 1.2 Percent of Students Meeting or Exceeding Standards in Math by Race/Ethnicity

Student Groups	SY20-21 % Met/Exceeded	SY21-22 % Met/Exceeded	Change in %	Progress 3% or more
Homeless	27.27%	10.53%	-16.74	Not Yet
Econ. Disadvantaged	37.02%	37.40%	-0.38	Not Yet
Pacific Islander	27.27%	38.30%	+11.00	YES
English Learners	41.26%	38.73%	-2.53	Not Yet
Students with Disabilities	37.75%	38.79%	+1.04	Not Yet
African American	43.21%	40.70%	-2.51	Not Yet
Hispanic	43.63%	41.71%	-1.92	Not Yet
Filipino	60.00%	65.91%	+5.91	
White	79.08%	79.28%	+0.02	
Two or more races	84.39%	86.11%	+1.72	
Asian	93.40%	93.14%	-0.26	

Finding 1.3 A-G Eligibility

Data was analyzed to determine if progress was made in the percent of students meeting A-G eligibility requirements. Four out of seven identifiable groups showed an increase in A-G eligibility. Progress is defined as a minimum of a 3% increase for the target groups. The District SWIFT goal was met for Hispanic and socioeconomically disadvantaged students. A star (*) indicates that the group was too small to report. The data for English Learners remained relatively stable.

Figure 1.3 A-G Eligibility by Subgroup

Student Groups	SY20-21 % A-G Eligible	SY21-22 % A-G Eligible	Change in %	Progress 3% or more
Students with Disabilities	39.44%	38.94%	-0.50	Not Yet
Hispanic	69.32%	73.68%	+4.36	YES
Econ. Disadvantaged	70.83%	74.44%	+3.61	YES
English Learners	87.21%	86.96%	-0.25	Not Yet
African American	73.33%	*	*	*
Pacific Islander	*	*	*	*
Homeless	*	*	*	*
Filipino	*	*	*	
White	91.15%	89.66%	-1.49	
Asian	95.87%	96.14%	+0.27	

Finding 1.4 Grades

Data was extracted from 5Labs to determine the percentage of passing grades with C or better in any given course for Semester 2 of SY 20-21 compared to SY 21-22. The percentage of grades C or better increased for all subgroups and nearly all focus groups. Passing grades for Black/African American students increased by 2.1%, just short of the 3% minimum increase.

Figure 1.4 % of Grades C or Better by Subgroup

<i>Student Groups</i>	<i>SY20-21</i>	<i>SY21-22</i>	<i>Change in %</i>	<i>Progress 3% or more</i>
Students with Disabilities	72.5%	77.3	+4.8	YES
Hispanic	73%	78%	+5	YES
English Learners	70%	77.4%	+7	YES
African American	73.6%	75.7%	+2.1	Not Yet
American Indian/Alaska Nat.	72.3%	83.3%	+11.00	YES
Pacific Islander	68.3%	76.4%	+8	YES
White	83.40%	86.9%	+3.5	
Asian	87.6%	90.1%	+2.5	

Goal 1 Summary and Looking Ahead

Academic achievement outcomes are a central part of the SWIFT Plan. Progress has been noted in ELA but the gap widened when compared to White and Asian peers for the focus groups with the exception of Pacific Islanders and students with disabilities. Similarly, the Pacific Islander group saw an increase in math achievement scores but no other group met the 3% progress benchmark. Focus group performance for A-G eligibility improved for Hispanic and economically disadvantaged but no improvement was seen for students with disabilities and English Learners. The percentage of students receiving a grade of C or better improved for all focus groups with the exception of one focus group (African American) not meeting the minimum 3% increase goal. Looking ahead, District and site staff will need to focus attention on strengthening interventions and supports for struggling learners. Building the MTSS infrastructure Districtwide will be a key component of these efforts. The Every Student Reads Initiative (ESRI) has already shown progress. As efforts continue in this area, staff will need to identify opportunities to boost performance in math through Professional Learning Community (PLC) discussions and individual student support team meetings.

GOAL 2: SCHOOL CLIMATE

Increase the percentage of staff, students, and families in each identifiable group who report a positive school environment.

Student and staff perceptions of the school environment are measured using the Panorama Social and Emotional Learning (SEL) Survey results from the Fall 2022 administration. The Spring 2021 survey administration data serves as the baseline. However, there are limitations in analyzing the data for progress, as elementary students were not administered the survey prior to Spring 2021. In addition, school climate categories have shifted to a different but more comprehensive set of measures than in past years. The Fall 2022 data will serve as the new baseline in some areas.

This section summarizes the percentage of participants who responded favorably, on average, to each scale or group of questions measuring a common concept. For example, the diversity and inclusion scale shows the percentage of students who responded favorably, on average, to questions about how diverse, integrated, and fair school is for students of other races. For each scale, the "percent favorable" represents the percentage of respondents who selected favorable answers, or the two most positive answers to the questions (e.g., "Strongly agree" and "Agree").

Additional questions on the student survey addressed perceptions of school supports and environment in the following categories:

- School Climate - Perceptions of overall social and learning environment
- School Safety - Perceptions of student psychological and physical safety
- Sense of Belonging - How much students, teachers and staff feel they are valued members of the school community
- Teacher-Student Relationships - How strong the social connection is between teachers and students
- Diversity and Inclusion - How diverse, integrated, and fair school is for students of different races
- Cultural Awareness - How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school

Data is disaggregated by subgroups for student groups based on self-selected race/ethnicity. Therefore, the subgroup data identified here does not align with the categories used in the California Dashboard. However, it is important to note that valuable information was gleaned from having students self-select their race/ethnicity. Therefore, management discussions will include the benefits and challenges of using self-selected race/ethnicity versus identifications reported in the student information system.

Finding 2.1 Perceptions of the Overall School Climate

The overall school climate category measures perceptions of the overall social and learning environment, and asks questions such as how positive or negative is the energy of the school, how fair or unfair are the rules for students in school, the extent to which the behavior of other students hurts or helps learning, and how often do teachers seem excited to be teaching. 436 teachers and staff participated and on average over 6,000 students participated.

Figure 2.1 shows that the majority of students responded favorably and comparably to districts in the CORE Districts data set. Of all group participants, teachers rated **school climate** the lowest (53%), but both teachers and staff showed an increase from the previous survey administration. However, when compared to other districts in the CORE data set, a lower percentage of PAUSD teachers rank the climate favorably.

Figure 2.1 Overall School Climate (Fall 2022)

Groups	Spring 2022	Fall 2022	Change in %	Progress 3% or more
Elementary (3-5)	*	64%	*	*
Secondary (6-12)	*	55%	*	*
Teachers	50%	53%	+3	YES
Other Staff	59%	68%	+9	YES

Finding 2.2a Elementary Student Perceptions of the School Environment

The elementary student survey asked students about four categories of student supports and environments. Figure 2.2 shows that the majority of students in Grades 3 through 5 rated the school environment favorably (64%-73%) on all measures. However, while teacher-student relationships rated the highest favorable response within the District, the 73% favorable rating is relatively low (20th to 29th percentile) when compared to other districts in the CORE Districts data set who averaged between 83% and 93%. Note: No comparative data is available to establish a baseline, therefore the Fall 2022 data will serve as the first benchmark.

Figure 2.2a Elementary Perceptions of the School Environment (1,720 Respondents)

Category	Spring 2022	Fall 2022	Change in %	Progress 3% or more
School Climate	*	64%	*	Baseline
School Safety	*	72%	*	Baseline
Sense of Belonging	*	67%	*	Baseline
Teacher-Student Relation	*	73%	*	Baseline

Finding 2.2b Elementary Student Perceptions of the School Environment by Race/Ethnicity

The percentage of Black, Hispanic and Pacific Islander students who rated school climate and teacher-student relationships favorably was generally on par or higher than the overall 64% percentage of favorable responses. However, when responding to questions related to sense of belonging, the percentage of all students responding favorably overall was 67%, while focus group students responding favorably dropped for Blacks (-6) and Other, presumed Hispanic (-4). 82% of Pacific Islanders rated school safety favorably, topping the average by 10%.

Although not in the focus groups explored in the SWIFT plan, attention to the needs of students in the other groups is required. In addition to race/ethnicity, the team looked at responses by home language and saw the most significant difference, and a lower percentage of favorable responses in all school environment measures, if the student self-selected Tagalog and Vietnamese as the language spoken in the home. In addition, when data is disaggregated by self-selected gender identity, a lower percentage of this group rated favorably in nearly all categories.

Figure 2.2b Elementary Student Perceptions of School Environment by Race/Ethnicity

Group Name	Group Size	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents	1,720	64%	72%	67%	73%
American Indian or Alaska N...	69	+1	+1	-3	-1
Asian Indian	124	+3	+1	+1	+1
Other Asian	60	+3	+2	-2	-1
Black or African American	33	+5	-6	-4	+13
Chinese	287	-2	+4	-2	-2
Filipino	17	-6	-6	+4	+3
Japanese	35	+11	-7	+11	-2
Korean	83	+2	+1	+1	-1
Other Pacific Islander	13	+5	+10	-3	+8
Samoaan	5	+11	+4	+6	+2
Vietnamese	20	-9	-11	-17	-6
White	260	-2	+3	-3	-1
Multiple Races	207	-3	0	+1	+2
Other	409	+3	-4	+2	+1
Confidentiality protected	5	-4	0	-4	-3

*Measures percentage points from the % of favorable responses in the ALL group.

Finding 2.3a Secondary Student Perceptions of the School Environment

The secondary student survey asked students about six categories of student supports and environments. These elements of the school environment are considered the supports that enable students to develop SEL competencies. *Figure 2.3* summarizes the percentage of favorable responses from students in Grades 6 through 12 to questions about how they perceived their environment in each category. The two highest areas and largest areas of improvement from the last survey administration are Diversity and Inclusion (81%) and Cultural Awareness and Action (61%). In addition, School Climate and School Safety ranked high (90th percentile), when compared to other districts. Secondary students' **Sense of Belonging** is significantly lower at 41%, falling in the 20th to 29th percentile when compared to other districts in the CORE data set.

Figure 2.3a Secondary Student Perceptions of the School Environment (4,834 Respondents)

Category	Spring 2022	Fall 2022	Change in %	Progress 3% or more
Cultural Awareness	45%	61%	+16	YES
Diversity & Inclusion	*	81%	*	Baseline
School Climate	*	55%	*	Baseline
School Safety	*	74%	*	Baseline
Sense of Belonging	*	41%	*	Baseline
Teacher-Student Relationships	*	60%	*	Baseline

Survey questions were disaggregated to determine if there were any subgroup differences in student perceptions of the school environment. This category was given a deeper analysis, given the anecdotal evidence suggesting that some student groups experience the school environment differently. The Fall 2022 data will serve as a baseline for comparison in the 2023-2024 school year.

Finding 2.3b Secondary Students Perceptions of School Environment by Race/Ethnicity

When disaggregated by race/ethnicity, data integrity came into question as students' self-selected race and categories were not aligned to those in the student information system. In addition, Panorama neglected to include the Hispanic/Latino option, therefore calling the integrity of the data into question. Data should be viewed with caution here. Assumptions are being made that the "Other" category may contain students who are identified as Hispanic/Latino.

Favorable responses were high for diversity and inclusion at 81% overall, but when disaggregated by race/ethnicity, a fewer percentage of Black/African American (70%) and Pacific Islanders (69%) responded favorably. In addition, the percentage of Black/African American students (50%) rating Cultural Awareness and Action favorably was also lowest. Although not in the identified focus groups, the self-selection of race/ethnicity allowed us to uncover the need to pay more attention to the Vietnamese- and Tagalog-speaking population, particularly in relation to a sense of belonging.

While not reported here, when data is disaggregated by subgroups significant differences are noted for students who identify themselves as other than male or female with a lower percentage of this group rating favorably in nearly all categories.

Figure 2.3b Secondary Students Perceptions of School Environment by Race/Ethnicity

Group Name	Group Size	Cultural Awareness and Action	Diversity and Inclusion	School Climate	School Safety	Sense of Belonging Teacher-Student Relationships	
All respondents	4,834	61%	81%	55%	74%	41%	60%
American Indian or Alaska N...	49	-5	-5	-1	-6	+4	-2
Asian Indian	437	+5	+3	+5	+4	+4	+2
Other Asian	183	0	-3	+3	-1	+2	+1
Black or African American	81	-11	-11	-9	-7	+1	-2
Chinese	944	-3	-3	+4	+3	-2	-1
Filipino	51	+4	+3	-2	-4	+4	-1
Japanese	91	-3	-3	-1	-4	-3	-8
Korean	237	-1	-3	-2	+1	-1	-6
Other Pacific Islander	32	-2	-12	-3	-2	-6	+7
Vietnamese	47	-4	-7	-1	-2	-13	-4
White	1,215	+5	+4	+1	0	+1	+1
Multiple Races	733	0	+4	-2	0	-1	0
Other	603	-2	-5	-3	-4	0	+1
Confidentiality protected	12	-2	-33	-23	-11	-18	-10

*Measures number of percentage points from the % of favorable responses in the ALL group

Finding 2.3c Secondary Students Perceptions of School Environment by Classification

The percentage of students with disabilities and students from low socioeconomic backgrounds (SED) was compared to the percentage of favorable responses overall. The percentage of students with disabilities and from low-income backgrounds responding favorably was generally lower in nearly all categories. However, the percentage of students identified as special education who rated favorably was higher than the overall percentage of students.

Figure 2.3c Secondary Students Perceptions of School Environment by Classification

Group Name	Group Size	Secondary Students Perceptions of School Environment by Classification					
		Cultural Awareness and Action	Diversity and Inclusion	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents	4,834	61%	81%	55%	74%	41%	60%
Student 504 Program							
No	4,402	0	0	+1	+1	0	0
Yes	426	-1	-4	-7	-4	-7	-5
Student Sed Status							
No	4,237	0	0	+1	+1	0	0
Yes	591	-1	-6	-4	-4	-1	+1
Student Special Education Status							
No	4,477	+1	0	+1	+1	0	-1
Yes	351	-3	-7	-6	-5	-1	+4

Measures number of percentage points from the % of favorable responses in the ALL group

Finding 2.4 Teacher Perceptions of the School Environment

Building equitable and inclusive environments in schools starts with adults – the teachers, staff, and administrators who interact with students every day. Teachers and staff were administered the Panorama Survey to measure their perceptions of the teaching and learning environment for both students and adults. This data helps the District prioritize supports to teachers and staff, deliver targeted professional development, and create a safer, more inclusive working environment that improves teacher and staff well-being which ultimately benefits students.

Teachers' perceptions of the school environment were measured on six scales. While not all scales are directly tied to the school environment, the feelings and emotions of teachers and the beliefs about organizational alignment likely have an impact on the way students and staff experience the learning environment, thus have been included in the school environment measure.

Between the Spring 2022 administration and the Fall 2022 administration, Belonging (63%), School Climate (53%), and Teacher Well-Being (57%) showed an increased favorable rating. However, School Climate ratings were significantly lower when compared to other districts in the CORE Districts data set.

Teachers also rated their perceptions of organizational alignment in areas such as leadership, mission and vision, communication, teamwork, creativity, best practices, accountability, empowerment, and development. Overall, 49% of teachers responded favorably. This data cannot be compared with the 2019 Orgametrics data, as the survey administration and rating scales were slightly different. This can, however, provide a sense of the degree to which teachers believe that the organization is aligned in key areas of the Promise.

Figure 2.4 Teacher Perceptions of the School Environment (422 Responses)

Category	Spring 2022	Fall 2022	Change in %	Progress 3% or more
Belonging	61%	63%	+2	Not Yet
Cultural Awareness and Action-Adult Focus	*	61%	*	Baseline
Cultural Awareness and Action Student Focus-	63%	63%	0	Not Yet
Organizational Alignment	*	49%	*	Baseline
School Climate	50%	53%	+3	YES
Well-Being	52%	57%	+5	YES

Finding 2.5 Staff Perceptions of the School Environment

Participants included in the staff survey were any staff not identified as a teacher. In general, non-teaching staff rated the areas assessed more favorably in all areas. Belonging (70%) and Well-Being (71%) were the highest rated, and increased from the Spring 2022 survey administration. All areas were rated comparably to other districts in the CORE data set.

Figure 2.5 Staff Perceptions of the School Environment (232 Responses)

Category	Spring 2022	Fall 2022	Change in %	Progress 3% or more
Belonging	68%	79%	+11	YES
Cultural Awareness and Action (Adult)	*	62%	*	Baseline
Organizational Alignment	*	54%	*	Baseline
School Climate	59%	68%	+9	YES
Well-Being	64%	71%	+7	YES

Finding 2.6 Chronic Absenteeism

Research shows a high degree of correlation between chronic absenteeism, engagement, discipline, and perceptions of the school climate (AttendanceWorks 2020). Therefore, chronic absenteeism was analyzed as part of the school climate measure. Data shows that all identifiable groups saw an increase in chronic absenteeism with the highest increases in the focus groups..

Figure 2.6 Chronic Absenteeism by Race/Ethnicity (Chart continued on next page)

Student Groups	SY20-21	SY21-22	Change in %	Progress 3% or more
Homeless	27.50%	44.40%	Increased	Not yet
Pacific Islander	16.20%	35.90%	Increased	Not yet
Econ. Disadvantaged	7.00%	23.80%	Increased	Not yet
Hispanic	5.50%	21.50%	Increased	Not Yet
SWD	7.90%	21.20%	Increased	Not Yet
Black/African American	6.20%	19.70%	Increased	Not Yet

Student Groups	SY20-21	SY21-22	Change in %	Progress 3% or more
English Learner	5.70%	15.80%	Increased	Not Yet
Filipino	1.00%	11.20%	Increased	
White	2.60%	10.90%	Increased	
Two or more races	1.60%	8.80%	Increased	
Asian	1.10%	4.90%	Increased	

Goal 2 Summary and Looking Ahead

The Panorama Survey indicates that we have made progress in some areas, but more work is needed to ensure that all groups of students perceive a safe and supportive environment. The District has expanded the survey to include students in Grades 3 through 5, and expanded the themes explored to gain a better understanding of how various groups perceive the health of the school environment. The efforts placed on equity and the intentional focus on building awareness of the issues faced by students of color and students from other historically underserved groups in our schools are beginning to pay off as perceptions of cultural awareness, diversity, and inclusion are improving steadily.

Chronic absenteeism remains a significant area of concern and the focus groups are most significantly impacted. Significant efforts have gone into improving attendance including the investment in Attention2Attendance (A2A), an early warning and intervention system. In addition, the School Attendance Review (SART/SARB) process has been strengthened to ensure that any student who is chronically absent meets with a student support team to develop a plan to address chronic absenteeism.

Looking ahead, the District has identified another group of students that may need our attention as Vietnamese- and Tagalog-speaking students highlighted considerably less favorable perceptions of the school environment. Another look at English Learner students by home language is warranted as some concerning patterns were revealed that require more analysis. The SWIFT report did not report on parent/guardian perceptions of the school environment. However, plans are underway to administer the Panorama survey to families this year.

To ensure that we are incorporating feedback from students, Listening Sessions are being conducted this year to support effective decision-making around student needs.

GOAL 3: ACCESS AND OPPORTUNITY

Reduce disproportionality rates in disciplinary removals and special education for Black and Hispanic students.

Disproportionality refers to a group's representation in a particular category that exceeds expectations for that group, or differs substantially from the representation of others in that category. *Special education disproportionality* is the extent to which membership in a given group affects the probability of being identified or placed in a specific disability category. *Disciplinary disproportionality* encompasses the disproportionately high rates at which students from certain racial/ethnic groups are subjected to suspension and other removals from classrooms or schools.

Finding 3.1 Disproportionality in Suspension

The SY2020-21 showed a drastic reduction in both suspensions and disproportionality, but should be considered with caution as that year in general was significantly impacted by Covid. SY2018-19 serves as the baseline in the case of suspensions as it represents the typical trend in suspensions over the past several years. In SY2020-21, suspension rates across the District were very low. Although the overall suspension rate in the District is low, Black and Pacific Islander students and students with disabilities are more likely to get suspended than any other group. Note: a decrease in suspension is a positive finding.

Figure 3.1 Suspension Rate - Grades K-12

Student Groups	SY18-19 Suspension	SY20-21 Suspension	SY21-22 Suspension	Change in % from 2019	Progress 3% or more
African American	7.20%	0.00%	4.50%	Decreased	Approaching
Pacific Islander	2.90%	0.00%	3.10%	Increased	Not yet
Students w/ Disabilities	3.21%	0.40%	3.10%	Decreased	Not yet
Econ. Disadvantaged	3.00%	0.10%	2.50%	Decreased	Not yet
Homeless	4.50%	0.00%	2.10%	Decreased	Not yet
Hispanic	2.10%	0.10%	1.80%	Decreased	Not yet
English Learners	*	0.00%	0.20%	*	*
Filipino	1.10%	0.00%	1.10%	No Change	
White	0.70%	0.10%	0.50%	Decreased	
Two or more races	0.80%	0.10%	0.40%	Decreased	
Asian	0.40%	0.00%	0.20%	Decreased	

Finding 3.2 Disproportionality in Special Education

When inappropriately placed in special education, students of average or above-average intelligence can quickly fall behind their peers – an obstacle to equity and excellence. In 2019, PAUSD was identified as having significant disproportionality in special education which refers to the overrepresentation of a specific race or ethnicity identified in one or more of four areas: identification of a disability in general; identification of a specific race or ethnicity in a specific disability category; discipline; and placement. PAUSD was identified as disproportionate in 2 areas:

- Indicator 9 - Over-representation of Black and Hispanic student in special education
- Indicator 10 - Over-representation of Black and Hispanic students classified as Specific Learning Disability (SLD) and Intellectually Disabled (ID).

In 2022, PAUSD saw some improvements in Indicator 9 and was cleared from the significant disproportionality designation for that indicator. Currently, Black and Hispanic students continue to be overrepresented as SLD and Hispanic students remain over-represented in both SLD and ID disability categories. For the purposes of this report, significant disproportionality as measured by the state is not reported. However, we can glean valuable information from understanding the current proportion of Black, Hispanic, and Pacific Islander students identified as SLD.

Figure 3.2 shows that 66% of the students identified as SLD are Black/African American, Hispanic, and Pacific Islanders while making up only 18% of District enrollment. In comparison, all other races make up 82% of enrollment, but only 33% of students with disabilities under SLD.

Figure 3.2 Current Special Education Identification for SLD (SY2022-23)

	Black/African American, Hispanic, Pacific Islander	All other races
Elementary	62	38
Middle	63	39
High	92	32
SpEd Enrollment	217 (66%)	109 (33%)
Total Enrollment	1,844 (18%)	8,665 (82%)

Figure 3.3 depicts the enrollments in general education and special education, as well as the calculated likelihood that Hispanic and Black students collectively will be SLD as a percentage of all SLD students enrolled. A risk ratio is also calculated and is a numerical comparison between the risk of a specific outcome for Black and Hispanic students, the analysis group, and the risk of that same outcome for all other students enrolled, the comparison group. The risk ratio tells us the degree to which students who are Black and Hispanic collectively are more or less likely than their peers to be identified as SLD.

Black and Hispanic students collectively made up nearly 59% of newly identified students with SLD in 2019. However, a steady decline in SLD is seen in subsequent years with both the number and the percentage of Black and Hispanic students identified as SLD shrinking to 28%.

Similarly, the extent of disproportionality in SLD identification for Black and Hispanic students shrank from 8 times greater likelihood to an 1.72 times greater likelihood.

Figure 3.3 Calculated likelihood of SLD Identification for Black and Hispanic students as a percent of all SLD students enrolled

	SY19-20	SY20-21	SY21-22	Progress 3% or More Decrease
Total Enrollment	11,745	10,754	10,509	
Enrollment (Black/Hispanic)	1,761 (15%)	1,832 (15.6%)	1,961 (16.7%)	
All SLD (New)	101	140	166	
Black/Hispanic/SLD (New)	59	46	47	
Black/Hispanic/ % SLD	58.4%	32.8%	28%	YES
Disproportionality	8 times	2.4 times	1.7 times	YES

Enrollment Source - *Data Quest*; Eligibility Data Source - *SIRAS*

Goal 3 Summary and Looking Ahead

Disproportionality has been addressed in a myriad of ways in PAUSD, but continues to require focused attention. Efforts to reduce disproportionality in school suspension include the development of a clear discipline matrix to ensure consistency and fairness in the administration of behavior consequences. The matrix was shared with administrators and is currently in use. Staff have also engaged in training regarding bias and culturally responsive practices and equity-focused leadership capacity is being strengthened through the Equity Literacy Leadership Cohort (ELLC).

The District developed the Comprehensive Coordinated Early Intervening Services (CCEIS) plan to address disproportionality and have provided training to psychologists, EL specialists and reading specialists regarding proper assessments of English Language Learners (ELLs). In addition, an elementary Title I Teacher on Special Assignment (TOSA) was hired to help

support EL students in the classroom and ensure proper implementation of strategies/interventions. A reading specialist was also hired for secondary schools at Greene and Paly.

Looking ahead, the District will need to continue targeted efforts to build an MTSS structure with effective intervention to prevent Special Education from becoming the first solution. Also, the professional development opportunities designed to strengthen equity literacy and ensure that bias is reduced in the administration of disciplinary consequences and eligibility designations are reduced. Creating awareness around these issues have helped significantly. Therefore, efforts to increase opportunities for professional learning in the area of MTSS, culturally responsive pedagogy, and bias reduction are key.

Finally, rates of special education identification for Pacific Islanders will require closer monitoring given disproportionality rates doubled between 2020 and 2022.

GOAL 4: STUDENT SUPPORTS

Develop a systemwide *MTSS Playbook* with aligned MTSS process audits to improve Tier 1 (Universal), 2 (Targeted), and 3 (Intensive) practices for academics, attendance, behavior, and SEL/mental health supports.

PAUSD is making progress on building a robust multi-tiered system of supports. The PAUSD MTSS is a framework that enables administrators and teachers to use their professional judgment and make data-informed decisions regarding student performance across multiple domains (e.g., academics, attendance, behavior, social-emotional learning and mental health). MTSS is a comprehensive and equitable prevention framework that addresses multiple domains of the system to ensure that the needs of the whole child are considered in decision-making. The principles of the framework places emphasis on:

- Differentiated instruction and the use of Universal Design for Learning (UDL)
- Professional learning and educator effectiveness
- Partnerships and collaboration of educators, administrators, family, and community partners
- Removing the barriers that may lie within the system and environment

MTSS begins with the general education teacher who is best positioned to notice when a student is struggling. Support teams convene to discuss the students' areas of need with attention to their strengths and assets. MTSS also provides an opportunity to assess the environment and experiences that may be impacting outcomes. The MTSS team determines what evidence-based, targeted instruction or intervention the student needs, implements those supports and monitors student progress to ensure the intervention is working.

Elementary schools have traditionally had a strong, though inconsistent, approach to Response to Intervention, which is a key part of the MTSS Framework. There are processes and procedures outlined in Google Docs that include forms and resources for school site teams to use.

Data is currently reported on spreadsheets and progress is tracked on the forms in Google Docs. This process was further strengthened with the implementation of ESRI and the adoption of i-Ready screening and progress monitoring.

Both high schools have committed site personnel to developing MTSS procedures. Paly has designated a 0.80 FTE specifically to scale up MTSS and Gunn has a designated team. These individuals will support the District in further honing the MTSS Framework.

Key Accomplishments

1. A District office MTSS Team - An implementation team was formed to lead the development and implementation of systemwide integrated systems of support. The team consists of the assistant superintendent of equity and student affairs, directors of literacy, student services, mental health and wellness, special education, and representatives from secondary and elementary schools. The purpose of the team is to develop a Districtwide implementation strategy to align MTSS processes and practices across the District.
2. Increased access to student data and progress monitoring - Panorama Student Success was adopted to allow educators a complete picture on a student's holistic progress across multiple data sources: academics, attendance, behavior and social-emotional learning data. The platform will be implemented on a fast-track for select schools, while the District makes way for the necessary training for site staff to implement in the fall of 2023. The data platform allows educators to see multiple school outcomes measures on one page at the school level, classroom level, and individual student level.
3. A better understanding of the gaps in current practices - The District MTSS team is exploring the extent to which current practices are aligned Districtwide and identifying gaps in scaling up the MTSS framework.
4. An MTSS audit form has been developed to assess the extent to which the key elements of MTSS are already present. This audit will ask school teams to identify if four essential structures are evident in the school: screening, progress monitoring, multi-level prevention system, and data-based decisions. While 100% of schools in the District have some form of Response to Intervention process, anecdotal feedback highlight gaps in the following areas:
 - Access to data in one place
 - Interventions at Tier 1 and 2
 - Personnel to provide intervention
 - Progress monitoring and collaboration across colleagues and departments
5. *MTSS Playbook* - The MTSS team is currently working on the playbook and have completed a rough draft of the contents and foundational chapter. Over the next few meetings, Chapter 1 will be completed and the remaining sections will be divided among directors to lead discussion in their respective departments and schools to identify the interventions available in each tier of support.

Goal 4 Summary and Looking Ahead

Progress on goal 4 is slow but steady. The MTSS Team has a regular calendar of meetings scheduled to ensure that progress continues. Looking ahead, the team will need to focus on the development of a Districtwide infrastructure to meet student needs. This includes valid and reliable universal screeners, access to data, District-aligned processes and forms, and accountability metrics to track implementation progress.

Two implementation timelines will allow a fast-track implementation for one high school and one elementary school who has expressed readiness to proceed, and a slower pace for all other sites with the goal of full implementation by the Spring of 2024.

GOAL 5: EDUCATOR/LEADERSHIP DEVELOPMENT

Increase equity literacy of PAUSD employees through effective staff development, instruction and coaching.

Equity literacy is a mindset, skillset, and approach to create and sustain equitable schools. The foundations of equity literacy are (1) a commitment to deepening individual and institutional understandings of how equity and inequity operate in organizations and societies, and (2) the individual and institutional knowledge, skills, and will to vigilantly identify inequities, eliminate inequities, and actively cultivating equity. Equity literacy prepares educators to recognize even the subtlest forms of bias, inequity, and oppression related to race, class, gender identity and expression, sexual orientation, (dis)ability, language, religion, immigration status, and other factors (Gorski, 2017).

Our work to strengthen educator and leadership effectiveness in the area of equity has been ongoing for the past several years. This year, the District's first ELLC was formed to create space and time for school sites who desired to collaborate together on developing their individual and collective capacity to lead for equity. The cohort consists of over 50 District leaders, principals, and designated staff accountability partners who meet monthly to engage in dialogue and planning related to equity.

Key Accomplishments

1. 14 out of 18 schools are in the ELLC working directly with the District office team to collaborate and strengthen equity literacy skills.
 - One High School (50%)
 - Three Middle Schools (100%)
 - Ten Elementary Schools (77%)
2. Twenty-five Multicultural Affairs Liaisons (MALs) were appointed to serve as principal accountability partners and equity leads at the site level.
3. The MALs serve as an advocate to and representative of marginalized and/or

underrepresented students and their interests within their assigned school. The MALs also serve an important function to the school by facilitating dialogue, professional development and attention to the concerns of identified groups and their membership. In addition, the MALs provide an essential lever to ensure that the District and site goals for equity are aligned.

4. PAUSD partnered with three nationally recognized leaders to advance the desired equity-mindset: Dr. Paul Gorski, the creator of the Equity Literacy Framework; Dr. Sonja Cherry-Paul whose work is primarily related to culturally responsive pedagogy; and Facing History to make connections between the past and the present.
5. The Office of Professional Learning continues to identify and support sessions directly linked to mindset and skill sets development related to equity.
6. The ESRI has served to increase educator effectiveness in the area of literacy which is a key equity metric.
7. A draft equity walkthrough tool has been developed and its uses are currently being explored. The tool is adapted from *Coaching for Equity* by Elena Aguilar (2020) and is based on the premise that the true indicator of equity is revealed in the **impact** that the teacher and school have on students. The Equity Walkthrough tool identifies and assesses the extent to which indicators of equitable inputs are evidenced in 10 areas that are aligned to the SWIFT Plan:
 - a. Teacher Beliefs
 - b. Relationships and Culture
 - c. Class Environment
 - d. Rigor and Expectations
 - e. Access and Participation
 - f. Student Performance
 - g. Curriculum and Instruction
 - h. Family and Community Partnerships
 - i. School Culture
 - j. Institutional and Organizational

Middle school MALs will be piloting the rubric as a post-professional learning day activity. Each staff member will be asked to identify one domain of interest and track their own practices in the particular area chosen.

Goal 5 Summary and Looking Ahead

The District has successfully engaged 78% of administrators in focused equity work through the Equity Literacy Leadership Cohort. Sites not in the cohort continue to engage in equity-focused learning and development through other avenues, including consultants and the formation of equity teams.

Looking ahead, more efforts will be needed to identify empirical methods to assess teachers' sense of efficacy in meeting the needs of diverse learners through UDL and other culturally responsive practices. While the true indicator of equity is revealed in the impact that a teacher and school have on student outcomes, the selected *Equity Rubric* will help educators identify

indicators of equitable inputs, particularly as it relates to educator practices. Schools interested in piloting the use of the *Equity Rubric* as a walkthrough tool and/or as a teacher self-assessment may do so with additional input and collaboration from District, site administration and staff. The future use of the *Equity Rubric* will need much further discussion with internal stakeholder groups, including the Palo Alto Educators' Association.

REPORT SUMMARY

As the District continues its work towards equity, we celebrate the measurable successes seen in several key areas. For example, academic achievement of all focus group members in ELA improved with the most significant gains in the performance of Pacific Islander students. We also saw significant gains in the performance of Pacific Islander students in math. While we did not see the same success in math as we did in ELA, we did see relatively minimal declines (less than 3%) for all focus groups despite the learning loss that the pandemic may have caused. In addition, the increase in the percentage of passing grades (C or better) in all focus groups is evidence that the district is starting to move the needle.

Other notable improvements were found in school environment measures related to equity. The percentage of focus group students who responded favorably to school climate were higher than the percentage for all respondents. Teachers and staff also rated the school climate overall more favorably than they did in the previous year. A substantial increase was found in the percent of students responding favorably to cultural awareness and action (+16) while diversity and inclusion measures showed an 81% favorable rating, the highest in the range range compared to other districts in the CORE data set.

In regards to access and opportunity, the District has seen a significant decrease in disproportionality in special education identification for SLD. While not meeting the progress benchmark of 3%, the percentage of suspensions in each focus group declined with the exception of Pacific islanders who remained relatively stable.

It is clear that more work is needed to ensure that students in the focus group are supported and thriving across the District. The gap, while showing some signs of narrowing, is still concerning. These gaps are evident in all areas measured, so as we acknowledge the progress, we are thinking ahead to opportunities to respond to the data in impactful ways.

The District's deliberate and focused efforts to execute the SWIFT Plan can and will result in transformed culture, practice, and leadership if we continue to exercise shared accountability for high-quality professional learning, staff renewal and staff support systems, culturally responsive teaching and learning, stakeholder collaboration, parental involvement and engagement, and consistent physical and psychological safety in all schools and classrooms.

This concludes the 2023 SWIFT Report Card.

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