

INTERNAL MONITORING REPORT

September 2, 2020

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

POLICY CATEGORY: Operating Limitations

PERIOD MONITORED: 2019-20 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 administration of its Parent Engagement and Satisfaction Survey for Adams 12 Five Star Schools for the third time in the winter of 2020 from January 27 to February 19, 2020.

Participation

5787 parents responded across the Five Star District to the survey in the winter of 2020, down from 6116 parents responding in the winter of 2019.

Results and Benchmarks

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

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

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

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

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

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

Christopher E. Gdowski, Superintendent
September 2, 2020

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 in information for students and families.2. District has expanded district communication via multiple channels:<ul style="list-style-type: none">● District website, Facebook, and Twitter. The district added Instagram as a districtwide social media platform.● 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.● During the COVID-19 pandemic, the district utilized various online feedback formats, including focus groups, ThoughtExchange (an online engagement platform), digital survey, question forms and website FAQ banks, intent forms, video conferences and webinars. In addition, the district created multiple designed and branded guides for navigating the Coronavirus implications for families.● The district made efforts to reach our Spanish speaking community by increasing Spanish translated documents and communications, creating Spanish only	<ol style="list-style-type: none">1. Four questions from Panorama have been used to monitor and measure 2.1.1. Questions 3, 4, 5, and 6 from the category, Barriers to Engagement.2. Record of district/state/federal complaints.3. Record of appeals to the Board of Education.

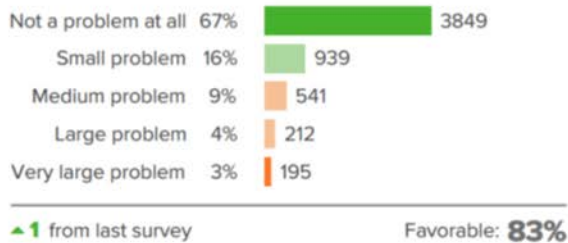
<p>videos, improving the Spanish translation option on the website, and reaching out personally with phone calls and text messages partnering with the Student and Family Outreach Program.</p>	
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Data Reported:

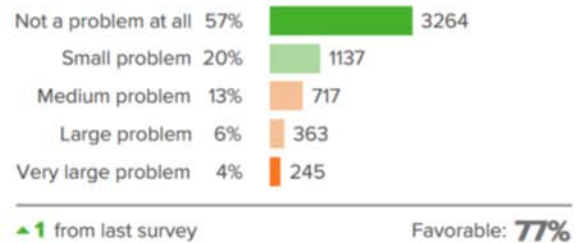
- Record of district/state/federal complaints: 0
- Record of appeals to the Board of Education: 0

Panorama Survey Question Category: Barriers to Engagement

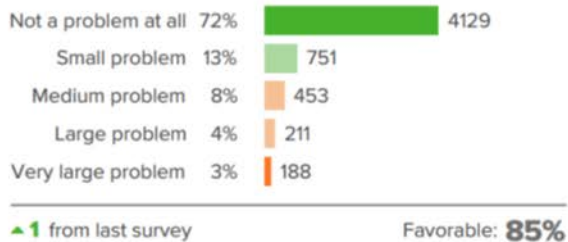
Q.3: You feel unsure about how to communicate with the school



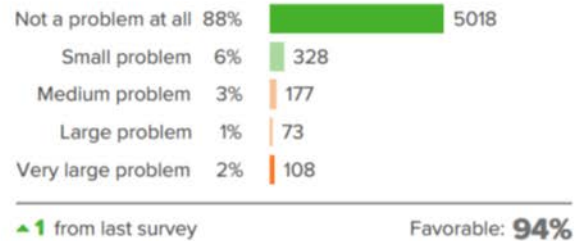
Q.4: The school provides little information about involvement opportunities



Q.5: The school is not welcoming to parents



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



Compliance Statement:

I find that the District has continued to make strides during the 2019-20 school year in the variety of communication avenues we have to communicate with our parent community.

- *I report compliance with regard to survey data as there was an increase of 1% for all questions over prior year results.*
- *I report compliance in terms of district/state/federal complaints and Board of Education appeals, as none were reported.*

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.

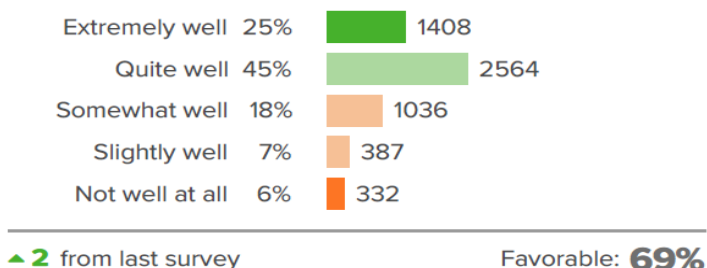
3. There is no evidence of disproportionality in the areas of gender, race, or special needs.
4. Compliance requires annual improvement in reported data.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. The District continues to utilize a common discipline matrix which can be found on the district website. 2. District committee has continued work on an MTSS framework. 3. 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 4. We have developed a leadership group to help develop professional learning around equity, culture, and bias training for the system. We plan to expand training opportunities for staff throughout the system on these topics during the 2020-21 school year subject to adjustments required to respond to COVID. 	<ol style="list-style-type: none"> 1. Panorama Survey Question 4: School Fit. 2. Record of district/state/federal complaints. 3. Record of appeals submitted to the Board of Education. 4. Discipline proportionality data

Data Reported:

Panorama Survey: School Fit

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



Record of district/state/federal complaints: 0

Record of appeals submitted to the Board of Education: 0

2018-19 School Year Discipline Proportionality Data by Ethnicity, Gender, and Special Program:

An analysis of discipline proportionality data for ethnicity, gender and special program can be found in Appendix A.

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 analysis, Hispanic/Latino students, Native Hawaiian/Pacific Islander students, English language learners, and students with 504 plans were disproportionately suspended out of school. Of the twelve subgroups in the analysis, Black students, Hispanic/Latino students, Native Hawaiian/Pacific Islander students, English language learners, and students with 504 plans were disproportionately expelled.

Compliance Statement:

I find that the District has established appropriate discipline policies and procedures for each level of schooling and has means to effectively communicate with parents in a timely manner, including assurance of due process.

- *I report compliance with regard to survey data as there was an increase of 2% for School Fit question 4 over prior year data.*
- *I report compliance in terms of district/state/federal complaints and Board of Education appeals, as none were reported.*
- *I report non-compliance in terms of out of school suspension proportionality data for Hispanic/Latino students, Native Hawaiian/Pacific Islander students, English language learners, and students with 504 plans.*
- *I report non-compliance in terms of expulsion proportionality data for Black students, Hispanic/Latino students, Native Hawaiian/Pacific Islander students, English language learners, and students with 504 plans.*

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:

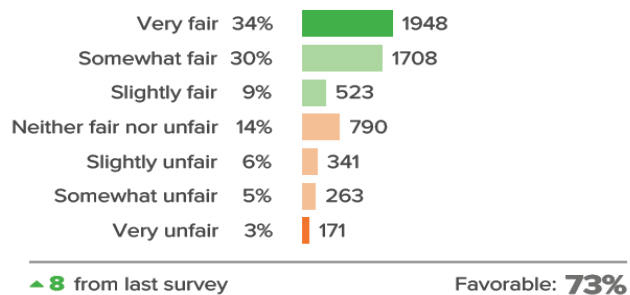
- Aligned to state standards and/or to the course descriptions and outcomes for students; and
- Administered in a timely manner, and at secondary aligned to the course syllabi.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none">1. Over the course of the past several years the district has expanded the Units of Study for Language Arts k-12 to ensure alignment to the Colorado Academic Standards. Each unit contains suggested formative and summative assessment items and tasks.2. For k-8 schools, the District has offered monthly, two hour professional learning sessions for Instructional Leadership Teams, where the focus has been on aligning assessment practices to the standards for all content areas and using formative assessment practices effectively.3. For grades 3-5, District Learning Services and school staff completed collaboration on the development of Reading unit assessments tied directly to the focus standards in each unit of study.4. High school teachers were provided training in the use of Mastery Manager to administer assessments aligned to course syllabi to students both in-person and online to promote collaborative conversations about curriculum and pedagogy.	<ol style="list-style-type: none">1. Panorama Survey Question 3: School Climate.2. Record of district/state/federal complaint.3. Record of appeals submitted to the Board of Education.

Data Reported:

Panorama Survey Question: School Climate

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



Record of district/state/federal complaints: 0

Record of appeals submitted to the Board of Education: 0

Compliance Statement:

I find that the District has continued to make improvements in assessments tied to the adopted Units of Study, and there is no evidence that assessments administered in the district are unclear, untimely, or inconsistently applied based on the number of complaints received at the District level.

- *I report compliance with regard to survey data as there was a large increase of 8% for School Climate question 3 over prior year results.*
- *I report compliance in terms of district/state/federal complaints and Board of Education appeals, as none were reported.*

2.1.4 Policy Wording

The Superintendent shall not:

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

I interpret this language to mean:

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

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none">1. All schools host parent-teacher conferences twice per year, secondary schools send grades home quarterly, and elementary schools send grades home to parents each semester.2. In 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.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.	<ol style="list-style-type: none">1. Record of district/state/federal complaints.2. Record of appeals submitted to the Board of Education.

4. All district schools have been apprised of the <u>Tenets for Grading Practices</u> that have been developed by district Grading Practices Advisory Committee. Policy Council approved an update to District Policy 6310 that accurately describes current grading practices in Adams 12, including the adherence to these tenets	
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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:

I find that the district has made strides to improve communication with families in a timely and accurate manner in order to allow students to improve their academic standing prior to the reporting of final grades.

- *I report compliance in terms of district/state/federal complaints and Board of Education appeals, as none were reported.*

2.1.5 Policy Wording

I interpret the following language:

The Superintendent shall not:

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

I interpret this language to mean:

1. 100% of schools will publish their parent and student handbook on their school website, which clearly outlines expectations or all standard operating procedures.
2. District and schools adhere to the provisions of the following policies:
 - District Policy 1550 Public Complaint; and
 - District Policy 8400 Nondiscrimination.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. All schools submit their handbooks to Executive Directors for review. 2. Student Engagement Initiatives, Transportation, Health Services, Admissions, Safe and Security, Legal Services, Nutrition Services and BASE, all provide inserts for each school to include in their parent and student handbooks so that the language is consistent across schools. 	<ol style="list-style-type: none"> 1. School handbooks. 2. Record of district/state/federal complaints. 3. Record of appeals submitted to the Board of Education.

Data Reported:

- 100% of school handbooks contain written information that explains standard operating procedures for each school as well as district and building expectations, information on the formal complaint policy around concerns and grievances, and information that informs parents about their protections against wrongful conditions and disparate treatment.

- **Record of district/state/federal complaints:** 3 - During the 2019-20 school year, three students filed formal complaints of disability discrimination with a state or federal agency. With two of the complaints, the respective agency investigated, found no evidence of discrimination, and closed the complaint. With the third complaint, the District entered into a resolution agreement and has now completed all required items of the agreement. As a result, the District expects the agency to resolve and close the complaint soon.
- **Record of appeals submitted to the Board of Education:** 0

Compliance Statement

I find there are written materials available to parents electronically and in print that explain the standard operating procedures parents and families need access to in order to ensure their student is prepared for school.

- *I report compliance in terms of student handbooks as all schools have published student handbooks with the required information.*
- *I report compliance in terms of Board of Education appeals, as none were reported.*
- *I report compliance in terms of district/state/federal complaints. While there is still one active OCR complaint, all commitments related to the settlement agreement for that complaint have been completed.*

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:

Community Use Data

1. Adams 12 schools were used by the community a total of 25,133.90 hours during the 2019-20 school year. The Covid-19 pandemic prohibited facility use in the spring and summer.

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.

Facilities Data

1. Of bond investments, 40% is being spent on facilities older than 30 years, 13% on facilities between 10-29 years old, 16% on facilities built within the last 10 years (including Thunder Vista and FutureForward), and 31% on district wide investments.
2. Beginning in the summer of 2017 through summer of 2020 secure vestibules were added to forty-three schools. Secure vestibules will be installed at nine additional facilities during the summer of 2021.
3. At elementary and middle school levels 107 card access readers were installed or replaced during the 2018-19 school year, 138 access readers were installed or replaced over the summer of 2019 and 79 access readers were installed or replaced over the summer of 2020. At the high school level, 103 new or replacement card access readers were installed to support secure campuses.

Compliance Statement:

I find that the District is able to accommodate the majority of the requests that are made through the Community Use process, and only on rare occasions are we unable to fulfill each request. In addition, I also find that mill levy and bond dollars are being used to provide necessary improvements, including improvements to promote safe and secure learning environments

- *I report compliance in terms of families' and community members' equal access to District facilities.*
- *I report compliance in terms of the maintenance, repair, and improved safeguards for District facilities.*

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.

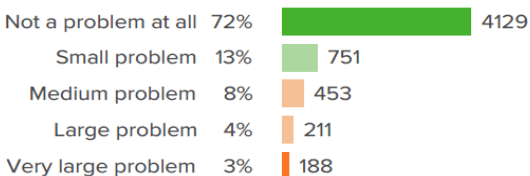
District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. District-based community groups designed to give parents a voice in the educational. outcomes for their students: <ul style="list-style-type: none"> • AIPAC-American Indian Advisory Committee • HAC-Hispanic Advisory Committee • SEAC-Special Education Advisory Committee • Title I Parent Group • DAC-District Accountability Committee • LRPAC-Long Range Planning Advisory Committee • Leadership Academy (Intro to Adams 12 for community members) • FAC-Finance and Audit Committee • PLAN-Parent Leader Action Network • Onward Family Focus Groups 	<ol style="list-style-type: none"> 1. Panorama Survey Data: <ul style="list-style-type: none"> • Barriers to Engagement: Question 5. 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 • Bell Time • Onward School Planning • School Targeted (e.g. new principal characteristics)

<ul style="list-style-type: none"> • Adams 12 KID • District Health Advisory Committee • GT Parents Group <p>2. School Based community groups designed to give parents a voice in the educational outcomes for students:</p> <ul style="list-style-type: none"> • SAC-School Accountability Committee • PTO • Boosters • Parent Volunteers • Watch Dogs 	
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Data Reported:

Panorama Survey Question: Barriers to Engagement

Q.5: The school is not welcoming to parents



▲ 1 from last survey

Favorable: **85%**

Record of district/state/federal complaints: 0

Record of appeals submitted to the Board of Education: 0

All District surveys below have been administered to parents and community:

1. Staff Climate and Culture
2. Family School Relationships
3. Student Survey
4. Nutrition Services
5. Bell Time
6. Onward School Planning
7. School Targeted (e.g. new principal characteristics)

Compliance Statement:

I find that there have been strong efforts to improve district-wide engagement with the Adams 12 community. Through the actual groups that meet via committee or the multiple surveys opportunities for feedback, an atmosphere has been developed that allows parents to candidly share their feedback and feelings without fear of reprisal.

- *I report compliance with regard to survey data as there was an increase of 1% for Barriers to Engagement question 5 over prior year results.*
- *I report compliance in terms of district/state/federal complaints and Board of Education appeals, as none were reported.*
- *I report compliance in terms of survey administration as all specified surveys were successfully administered.*

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. Record of district/state/federal complaints. 2. Record of appeals submitted to the Board of Education.

Record of district/state/federal complaints: 0

Record of complaints submitted to the Board of Education: 0

Compliance Statement:

The District has continued to provide parents who attend board meetings the opportunity to address the Board of Education with their opinions and concerns about matters relevant to the District.

- I report compliance in terms of district/state/federal complaints and Board of Education appeals, as none were reported.*

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:

- Schools and District respond to parents' communication in a timely manner.
- Parents receive feedback within the required 10 days after filing a public complaint under Policy 1550.
- Parents working on District committees receive agendas, presentations, resource materials, and minutes when they participate on a District team.
- 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.	1. Record of district/state/federal complaints. 2. Record of appeals submitted to the Board of Education.

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.	
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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:

I find that the District has continued its efforts around timely communication, especially around safety concerns for individual schools. There are norms established for responses to daily communication, and/or public complaint. Parents receive a response if they have a question or concern.

- *I report compliance in terms of district/state/federal complaints and Board of Education appeals, as none were reported.*

APPENDIX A

Discipline Proportionality Data

The following 2018-19 school year discipline data were obtained from the Colorado Department of Education (CDE), including enrollment, out of school suspension, and expulsion statistics. 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	6503	216	.7%	.55%	1.30%	1.04%	0.60%	0.49%
Asian	29054	2132	3.2%	5.43%	.97%	1.10%	-2.23%	-4.33%
Black	41135	710	4.5%	1.81%	10.28%	4.30%	5.78%	2.49%
Hispanic or Latino	305948	16296	33.6%	41.48%	42.97%	55.36%	9.37%	13.88%
Native Hawaiian/Pacific Islander	2436	57	.3%	.15%	.31%	.30%	0.01%	0.15%
Two or More Races	39826	1252	4.4%	3.19%	5.36%	2.18%	0.96%	-1.01%
White	486634	18619	53.4%	47.40%	38.81%	35.72%	-14.59%	-11.68%
Female	443205	18976	48.62%	48.31%	26.96%	29.85%	-21.66%	-18.46%
Male	468331	20306	51.38%	51.69%	73.04%	70.15%	21.66%	18.46%
English Language Learners	125,477	7,196	13.77%	18.32%	13.84%	21.96%	0.07%	3.64%
Students with 504 Plans	25,049	1,565	2.75%	3.98%	4.51%	8.93%	1.76%	4.95%
Students with IEPs	102,081	4,344	11.20%	11.06%	29.71%	20.04%	28.51%	8.98%

Expulsions (EXP)

Group	Total Enrollment		% of Total Enrollment		% of EXP		Difference – EXP to Enrollment	
	State	Adams 12	State	Adams 12	State	Adams 12	State	Adams 12
American Indian/Alaskan Native	6503	216	.7%	.55%	1.80%	1.30%	1.10%	0.75%
Asian	29054	2132	3.2%	5.43%	1.03%	0%	-2.17%	-5.43%
Black	41135	710	4.5%	1.81%	8.56%	6.49%	4.06%	4.68%
Hispanic or Latino	305948	16296	33.6%	41.48%	42.38%	63.64%	8.78%	22.16%
Native Hawaiian/Pacific Islander	2436	57	.3%	.15%	.09%	1.30%	-0.21%	1.15%
Two or More Races	39826	1252	4.4%	3.19%	6.08%	0%	1.68%	-3.19%
White	486634	18619	53.4%	47.40%	40.07%	27.27%	-13.33%	-20.13%
Female	443205	18976	48.62%	48.31%	24.06%	24.68%	-24.56%	-23.63%
Male	468331	20306	51.38%	51.69%	75.94%	75.32%	24.56%	23.63%
English Language Learners	125,477	7,196	13.77%	18.32%	11.56%	40.82%	-2.21%	22.50%
Students with 504 Plans	25,049	1,565	2.75%	3.98%	3.77%	9.09%	1.02%	5.11%
Students with IEPs	102,081	4,344	11.20%	11.06%	16.78%	11.69%	5.58%	.63%

The Board acknowledged receipt of a monitoring report as of September 2, 2020, for the period July 1, 2019 through June 30, 2020, 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.