# Diversity, Equity and Inclusion

Strengths and Needs Assessment: Final Report

La Cañada Unified School District
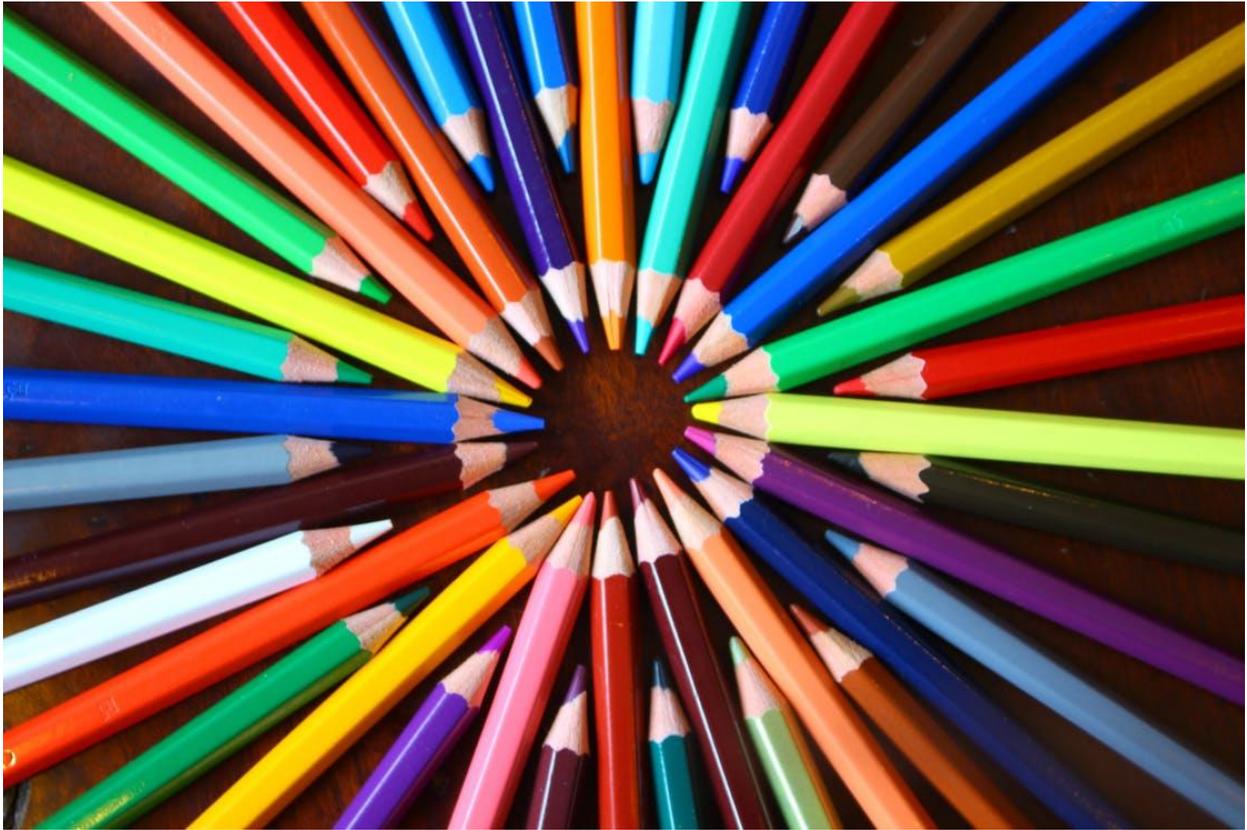
August 2020

Elliott

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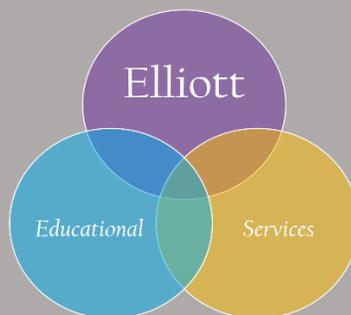
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This report was created by Christina Hale-Elliott, founder and principal consultant of Elliott Educational Services, as part of the company's contract with La Cañada Unified School District (LCUSD) for the 2019-20 school year. Since September 2019, Mrs. Hale-Elliott has collected and analyzed data to determine the current ways in which the district is supporting diversity, equity and inclusion as well as the ways that it could improve to experience greater success in those areas.

The analyses in this report utilized qualitative data collected through surveys, interviews and focus groups as well as quantitative data provided by LCUSD and the California Department of Education website. Quantitative data analysis was completed by Dr. Omar Safie, Director of Evaluation and Assessment at UC Riverside, as a subcontractor with Elliott Educational Services. Unless otherwise noted, information is generally presented in this report utilizing the language of the original source (e.g., racial/ethnic categories).[1]

Anthony Bryk's research on *Organizing Schools for Improvement* (2010), and the five key areas that he describes as "essential supports" for systemic change, were adapted as a framework for these analyses. They include:

- **District and School Leadership**- driving change through leadership, with principals as catalysts for systemic improvement through managerial, instructional and inclusive-facilitative guidance
- **Parent-Community Ties**- supports for parent engagement; staff knowledge of students' home cultures and communities; building and bolstering community networks
- **Professional Capacity**- hiring, developing and retaining high quality staff who share responsibility for student success and commit to ongoing growth
- **Student-Centered Learning Climate**- fostering a sense of safety and belonging in an environment characterized by strong relationships, where students are engaged, feeling challenged and supported
- **Instructional Guidance**- content and organization of curriculum; depth of student learning; pedagogical approaches and resources

The findings that emerged have been streamlined and organized in this report in the categories of Areas of Strength, Areas for Growth, and Areas for Further Examination. Within the first two categories, the aforementioned modified versions of Bryk's essential supports were applied to further illustrate the key themes that surfaced. The report concludes with the 2019-20 Diversity, Equity and Inclusion Plan, which was created and refined based on the findings presented here (see Appendix).

Given the time constraints of this study and the desire to implement actionable steps during the 2019-20 school year based on its findings, this report should not be viewed as a complete account of every facet of the District, with regards to diversity, equity and inclusion. Instead, it is an introductory analysis intended to highlight key areas of success and areas for growth. The results of this study are also expected to demonstrate the need for additional in-depth investigations of targeted areas. Recommendations for ongoing sustainability based on the findings of this report have been presented in a separate document.

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[1] This is done for the sake of clarity and consistency. However, language used by LCUSD in data collection should be reviewed moving forward to ensure that it is inclusive and accurate (see Areas for Growth).

Introduction

La Cañada Unified School District (LCUSD) is a high achieving public school district located in Southern California. With a total of five schools and enrollment of approximately 4,150 students, LCUSD has expanded upon its reputation for exceptional academic achievement in recent years by also committing to whole-child wellness and success. LCUSD serves the city of La Cañada Flintridge, which has a total population of just over 20,000 people. A suburb of Los Angeles, the city has an average income of over $160,000, which is 2.5 times greater than the average income within Los Angeles County. This is predictably reflected in the socio-economic status of LCUSD's student population (see Figure 1).

In addition to the differences in income levels between La Cañada Flintridge and the Los Angeles County average, there are also differences in the racial and ethnic composition of the community that in turn impact the LCUSD student population. For example, while approximately 26% of Los Angeles County residents identify as White alone, not Hispanic or Latino, 56% of La Cañada Flintridge residents identify in this way. Likewise, while roughly 15% of people within Los Angeles County identify as Asian alone, that number is doubled at approximately 30% for La Cañada Flintridge. In contrast, although the Hispanic/Latino population and the Black/African American populations respectively make up approximately 50% and 9% of LA County residents, those numbers decrease to less than 9% and less than 1% within the city. The demographics for La Cañada Unified School District follow similar patterns (see Figure 2).

Although there has been notable growth within the Asian and Hispanic/Latino populations in particular over the past several decades (see Figure 3), the discrepancy between the racial/ethnic and economic realities in the surrounding areas and those within La Cañada Unified School District's boundaries pose a challenge for an education system seeking to prepare its students for success in an increasingly global and diverse society. This challenge was anticipated by some residents prior to the district's founding, when high school students living in La Cañada Flintridge attended John Muir High School in Pasadena Unified School District. According to many accounts provided during this strengths and needs assessment process, the decision to educate high school students in-house, within La Cañada Flintridge, was in large part due to the growing Black population at John Muir. At the time of that decision, concern was expressed by some in a local newspaper, The *La Cañada Valley Sun* (1960), that removing students from the more racially and economically diverse Pasadena school could lead to "insularity" for the students who lived in a "one class community," eliminating an opportunity for them to "learn about the larger world."

In many ways, LCUSD has seen that prediction come to fruition, with students now living within what multiple interview and focus group participants referred to as, "the La Cañada bubble." To better understand the composition and the landscape of La Cañada Unified School District, it is important to consider the demographics and experiences of additional subsets of the population, including those within historically marginalized groups. English learners (see Figure 4) and students with disabilities (see Figure 5) are two such subgroups. Likewise, the experiences of students who identify as lesbian, gay, bisexual, transgender, and/or queer/questioning (LGBTQ+) should be considered, although demographic data for that subgroup is not readily available.

While the district continues to be ranked academically in the top 5% of public schools in California based on state testing (Sinnette, 2019), recent reports within the past several years of students using racist and/or homophobic slurs at sporting events have shed a light on the need for more intentional and

systemic efforts to be made around fostering an appreciation for diversity, supporting equitable student outcomes, and cultivating inclusive environments in which everyone feels a sense of belonging (Cardine, 2019). Being such a highly acclaimed public school district, which has already been an innovative leader in the promotion of students' social and emotional well-being and growth, LCUSD has a unique opportunity to be a forerunner in the areas of diversity, equity and inclusion as well. This report is intended to serve as a first step in that process.

Figure 1: 2018-19 Socio-Economic Status (SES) Designation
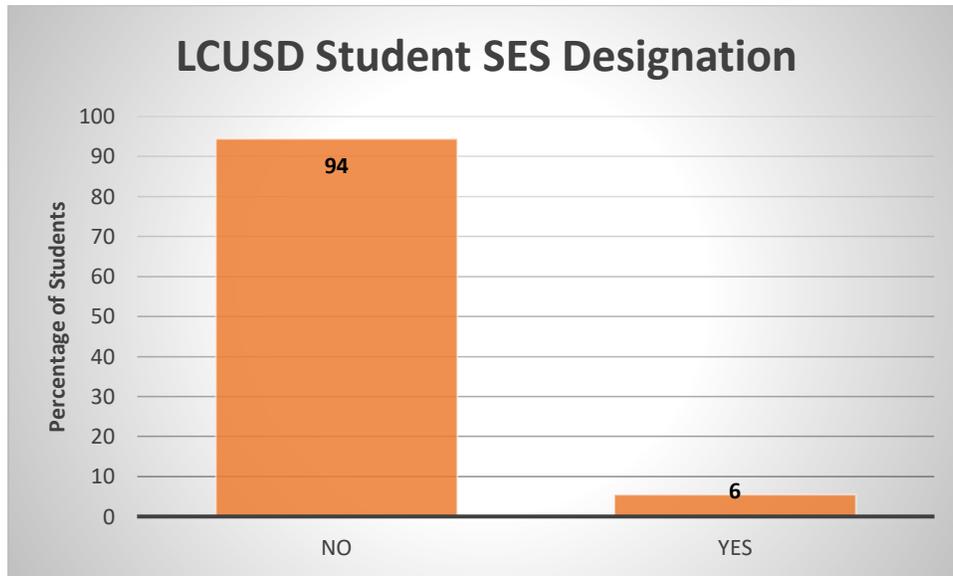
Figure 2: 2018-19 Race/Ethnicity Distribution
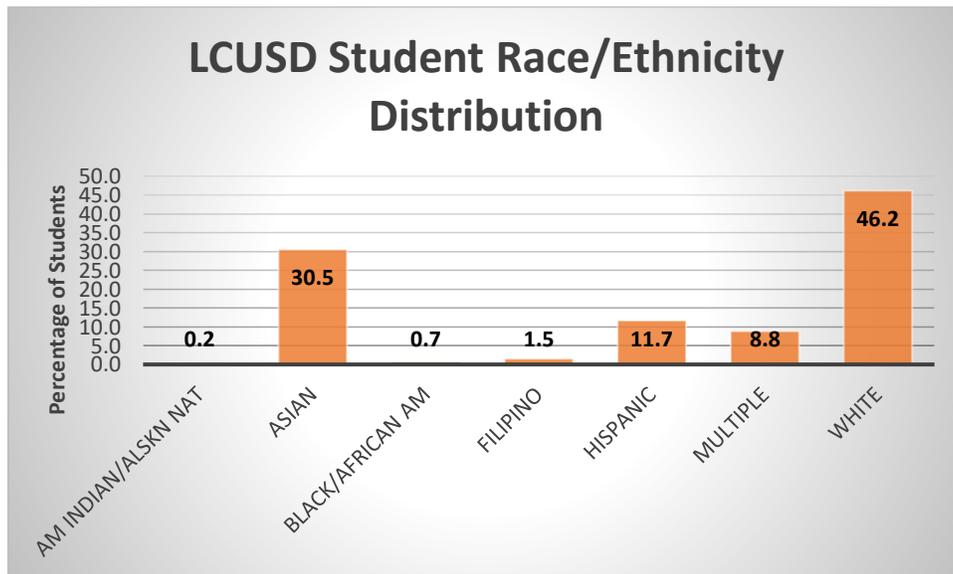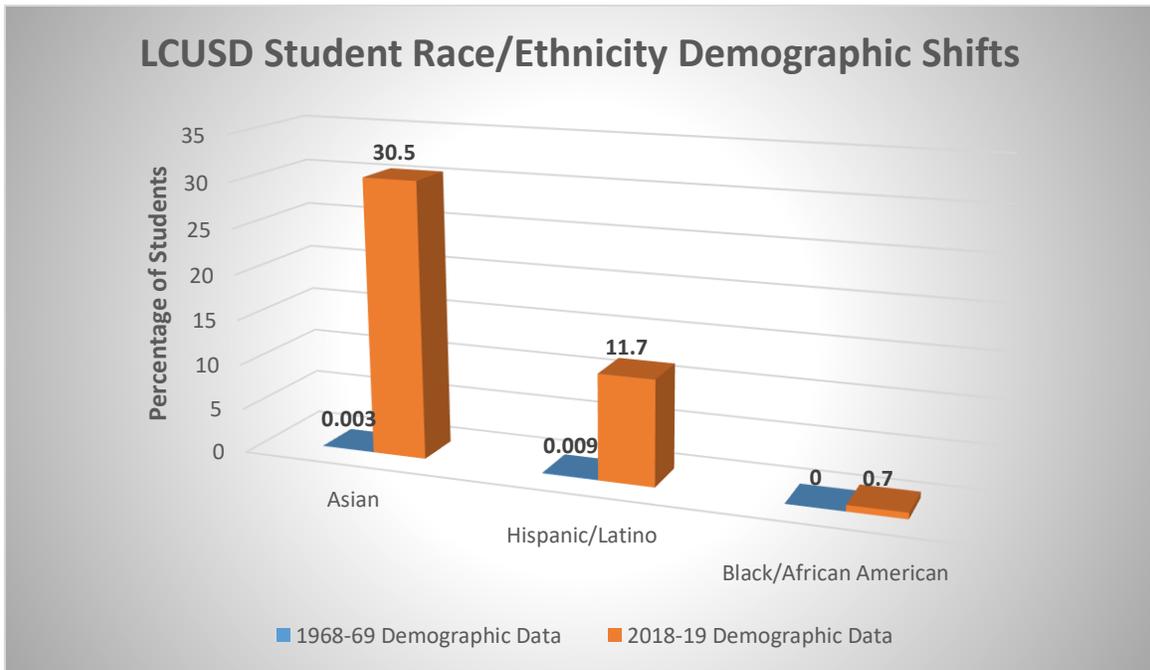
Note: Demographic Data from 1968-69 was gleaned from The League of Women Voters of California's 1969 report, *Desegregating California Schools*. The category labels used in the report varied from those currently used by LCUSD and have been changed here to coincide with current data reporting language. The report did not include data for other racial or ethnic categories.

Figure 4: 2018-19 English Learner Distribution
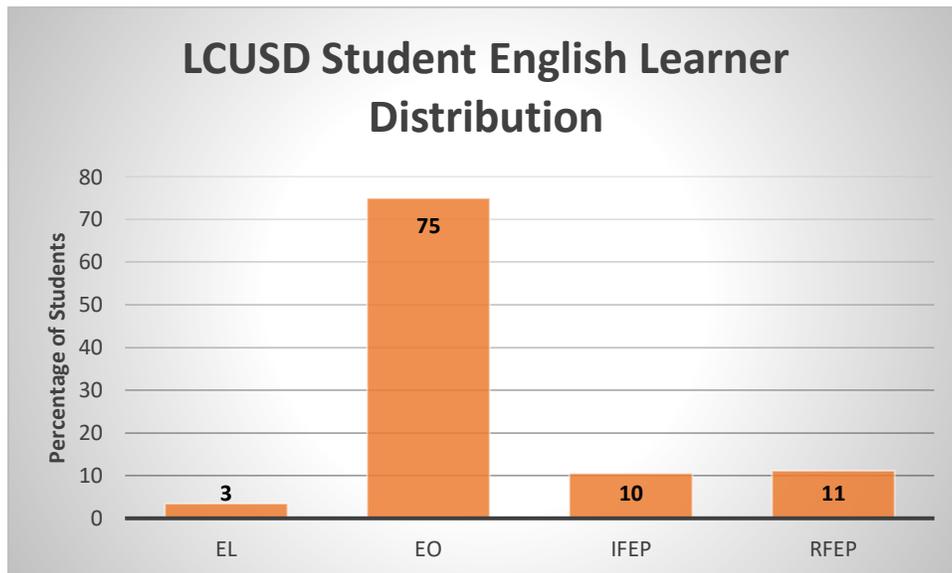
LCUSD Student SPED Designation
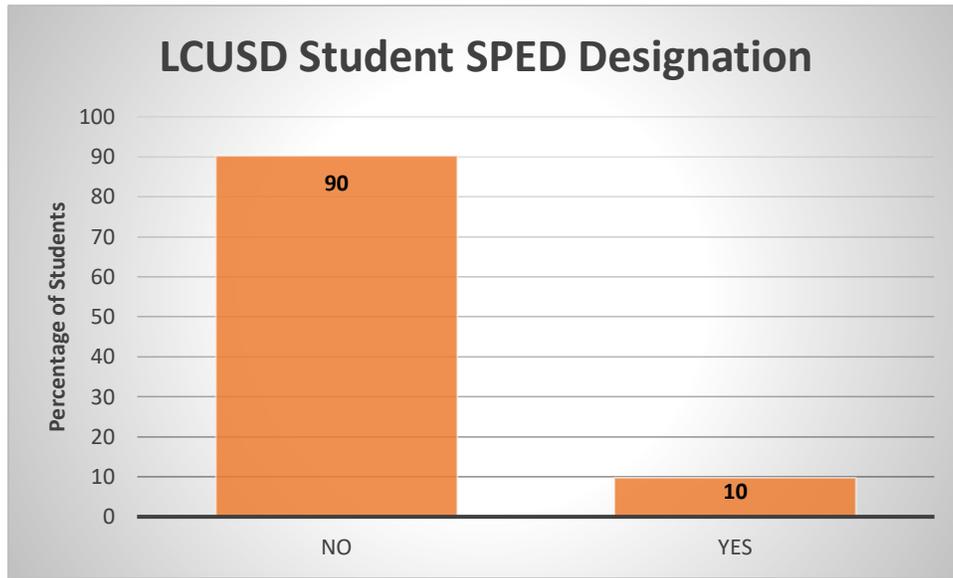
Methodology

Quantitative data was analyzed using an emergent analysis method in order to provide a general overview. No hypotheses were attempted to be proven or disproven, and there was no underlying premise upon which the data was being analyzed. In other words, a blank slate was used to identify any patterns emerging from the analyzed data.

The data was analyzed using the Statistical Package for Social Sciences (SPSS). The data was recoded, where appropriate, to allow for statistical analysis. Analysis consisted of frequency distributions across disaggregated groups. This general analysis of the data provided covers multiple areas and is disaggregated in multiple ways (see Table 1).

Table 1: Quantitative Data Analysis

LCUSD Area Analyzed	Gender	Ethnicity	English Learner	Special Education	Socio-Economic Status
Overall Student Demographics	X	X	X	X	X
English Learner Demographics	X	X	■	X	X
Special Education Demographics	X	X	X	■	X
Transfer Students (Permit)	X	X	X	X	X
Attrition Rates	X	X	X	X	X
Advanced Placement	X	X	X	X	X
GATE (a.k.a. Honors)	X	X	X	X	X
Graduation Rates	X	X	X	X	X
HS Graduation Requirement Completion	X	X	X	X	X

College Readiness (College going)	X	X	X	X	X
CAASPP ELA and Math	X	X	X	X	X
Attendance (Chronic Absenteeism)	X	X	X	X	X
Suspension	X	X	X	X	X
Special Education Specific Category Designation	*Was not disaggregated due to privacy.*				
Special Education Classroom Setting	*Was not disaggregated due to privacy.*				

Qualitative data was analyzed using both inductive and deductive coding methods (applying Bryk's aforementioned essential supports) to identify key themes. The following methods were utilized to collect qualitative data:

- **Staff Interviews** were facilitated with LCUSD district administration including, but not limited to, the Superintendent, Executive Director of Special Education and Psychological Services, and Director of Programs and Services. Interviews were also held with principals at all five school sites and with several middle and high school classroom teachers (following informal classroom observations). Teachers for classroom observations were chosen by site principals.
- **Student Focus Groups** were conducted with La Cañada High School (LCHS) 7/8 Where Everyone Belongs (WEB) class participants and La Cañada High School 9-12 Peer Support class participants. In addition, an LCHS 9-12 homeroom class participated in a focus group session. All focus group participants were chosen by site principals following a request by Christina Hale-Elliott to meet with a diverse cross-section of the student population.
- **Parent Workshops** were held on November 5 and 6, 2019 as part of the LCUSD Family Learning Series. Both events were publicized to families and the wider community via the school district website and email communication, as well as through articles in local newspapers. During the workshops, parents worked in small groups to chart what they felt was working well within the district, what needed to change, and what success would look like to them.
- **Parent Meetings** took place with several formal and informal groups of parents who reached out to Mrs. Hale-Elliott with a request to share their experiences around diversity, equity and inclusion in LCUSD.
- **Staff Surveys** were distributed to classified and certificated staff at both the school site and district levels. Surveys were tailored to address the varied experiences of classroom-based employees, administrators, etc. (see Table 2).
- **Student Surveys** were shared with principals at La Cañada High School 7/8 and 9-12, to be completed by all middle and high school students during homeroom periods (see Table 2).
- **Parent Surveys** were sent out via email link to all registered attendees of the November parent workshops (see Table 2).
- **Panorama Ed Survey Review** was conducted to analyze district and school climate.
- **Document Review** was conducted of school site and district level materials to better understand current policies, practices and procedures.
- **School Tours and Classroom Observations/Visits** took place at the elementary, middle and high school levels. As noted above, classroom observations were informal, with some taking the form

of shorter classroom visits. Due to timing constraints, there were no classroom visits conducted at Palm Crest Elementary.

Table 2: Survey Types and Responses

Survey Type	Number of Responses	Total Number of People in Sample	Response Rate
LCHS 7-12 Students	1215	2069	59%
• Middle school only	675	736	92%
• High school only	534	1333	40%
Parents (who attended November Family Learning Series events)	28	Not available*	Not available*
Certificated Staff (Teachers and Pupil Personnel Services)**	185	217	85%
• Teachers only	157	196	80%
Classified Staff	58	252	23%
Administrators	12	15	80%

Due to the current coronavirus pandemic, this data is not in a location that is readily accessible.
**Approximately 5% of certificated staff surveys were erroneously completed by classified staff.*

Areas of Strength

For the purposes of data collection and analysis for this report, areas of strength refer to (1) inputs currently provided by La Cañada Unified School District that serve to support diversity, equity and/or inclusion, and (2) positive student, staff and/or family outcomes related to diversity, equity and/or inclusion (see Appendix for Asset Map). It is important to note that items listed as strengths may also have specific aspects that require additional development, which may be outlined within the Areas for Growth or Areas for Further Examination sections of this report.

DISTRICT AND SCHOOL LEADERSHIP

District-wide shift from zero tolerance discipline policy.
        La Cañada Unified School District has joined an increasing number of public school districts who have moved in recent years from a zero tolerance discipline policy. Research has shown that zero tolerance policies have disproportionately negative impacts on students from traditionally marginalized groups (e.g., Black, Latino/Hispanic, students with special needs, etc.) (Vavrus & Cole, 2002). As an alternative, LCUSD aims to employ restorative justice practices, which focus on community healing and repair instead of more punitive measures.

Nondiscrimination/Harassment Policy includes specific language geared towards affirming and protecting students' varied identities.
        According to GLSEN, a national organization committed to ensuring, "that every member of every school community is valued and respected regardless of sexual orientation, gender identity or gender expression," one key component of inclusive school environments is the presence of district and school policies that prohibit discrimination and harassment based on clearly delineated characteristics and identities (para. 4). *La Cañada USD Board Policy: Nondiscrimination/Harassment* (2019) includes targeted language around race, ethnicity, religion, gender identity, sexual orientation, and disability status (among others).

Recognition of some existing challenges and the need for change.

Through open-ended survey results and interviews, faculty identified LCUSD's awareness and recognition of challenges around diversity, equity and inclusion as an area of strength.

Board and District commitment to diversity, equity and inclusion.

Staff, faculty and parents commended the Board and District's commitment to further examining diversity, equity and inclusion (e.g., by hiring a diversity, equity and inclusion consultant), noting it as something that is currently working well within LCUSD.

<div align="center">PROFESSIONAL CAPACITY</div>

Social emotional learning training provided.

TK-12 staff were provided an introduction to social emotional learning during the summer 2019 Buy Back Day. Additional professional development was scheduled for TK-8 staff throughout the 2019-20 school year. Training was facilitated by the Institute for Social Emotional Learning, focusing on experiential learning activities that teachers could employ with students.

The National Equity Project explains that the potential of such training to support the advancement of educational equity lies in, "the capacity of educators to understand that *all learning is social and emotional* and all learning is mediated by relationships that sit in a sociopolitical, racialized context – for all children, not just those who are black and brown." The organization further expounds: "Social emotional learning offers the possibility of acknowledging, addressing, and healing from the ways we have all been impacted by racism and systemic oppression and to create inclusive, liberatory learning environments…" (National Equity Project, para.1).

Faculty relay comfortability and/or confidence in managing certain aspects of a diverse classroom.

Responses to the faculty survey indicate comfortability intervening if students from different backgrounds struggle to get along; ease in teaching students from very different religious backgrounds; and ease in making a new student, who is in the district on a permit, feel like a part of the class (see Figures 6-8).

Figure 6: Faculty Survey- Intervening with Conflicting Students from Different Backgrounds

If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?
183 responses

- Not at all comfortable
- Slightly comfortable
- Somewhat comfortable
- Quite comfortable
- Extremely comfortable
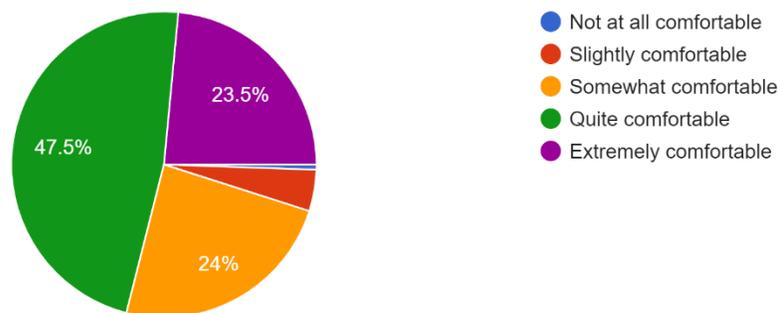
- **71% of respondents stated that they would be either extremely or quite comfortable intervening if students from different backgrounds struggled to get along in their class**
- 24.% were somewhat comfortable
- 4.4% were slightly comfortable
- 0.5% were not at all comfortable

Figure 7: Faculty Survey- Teaching a Class with Students from Different Religions

How easy would it be for you to teach a class with groups of students having very different religions from each other?
184 responses
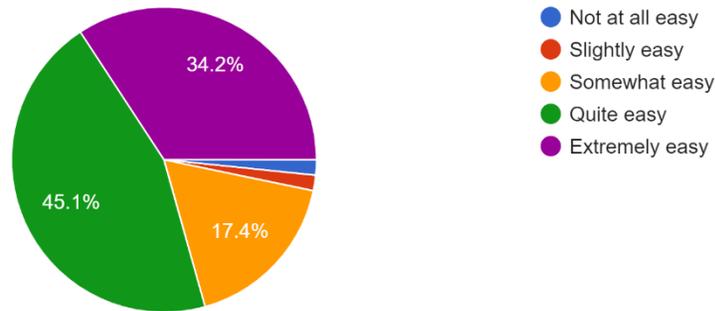
- **79.3% of respondents stated that it would be either extremely easy or quite easy to teach a class with groups of students having very different religions from each other**
- 17.4% somewhat easy
- 1.6% slightly easy
- 1.6% not at all easy

Figure 8: Faculty Survey- Making a New Student on Permit Feel Included

How easily do you think you could make a new student, who is in the district on a permit, feel like a part of the class?
183 responses
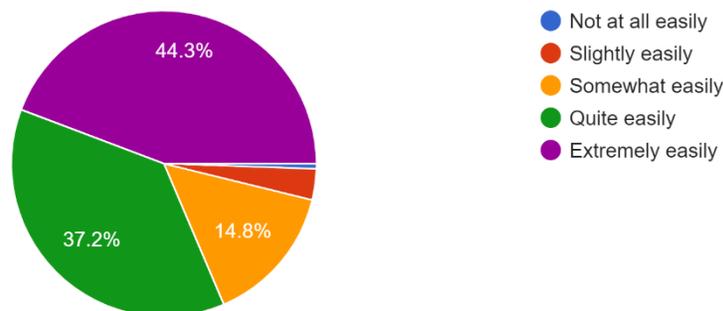
- **81.5% of respondents stated that they could either extremely easily or quite easily make a new student, who is in the district on a permit, feel like a part of the class**

- 14.8% somewhat easily
- 3.3% slightly easily
- 0.5% not easily at all

Faculty & staff indicate comfort interacting with students and parents who identify as LGBTQIA+ and those from different racial/ethnic backgrounds.

On surveys administered to district and school level staff, the vast majority of respondents noted their comfort in engaging with students and parents from diverse groups (see Figures 9 and 10).

Figure 9: Faculty Survey- Interacting with Students from Different Race/Ethnicity

How easy do you find interacting with students at your school who are from a different racial/ethnic background than your own?

185 responses
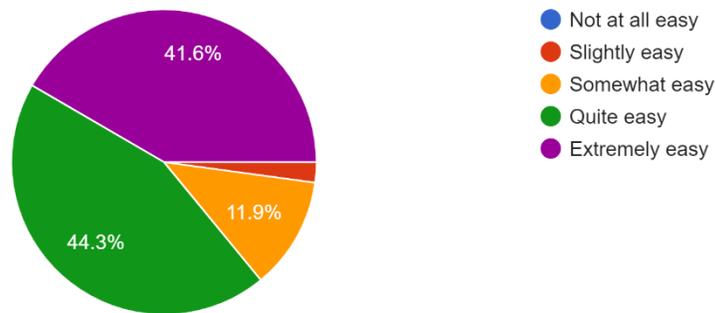
- **85.9% of respondents stated that they found it either extremely easy or quite easy to interact with students from a different racial/ethnic background from their own**
- 11.9% somewhat easy
- 2.2% slightly easy

Figure 10: Faculty Survey- Interacting with Students Who Identify as LGBTQIA+

How comfortable would you be interacting with students at your school who identify as lesbian, gay, bisexual, transgender, questioning, intersex, and/or asexual (LGBTQIA+)?

185 responses
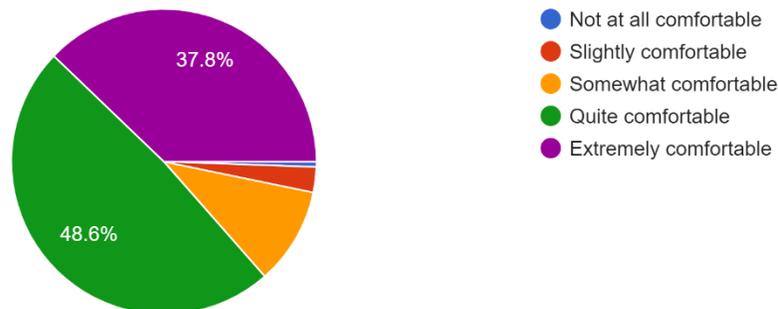
- **86.4% of respondents stated that they would be either extremely comfortable or quite comfortable interacting with students who identify as LGBTQIA+**
- 10.3% were somewhat comfortable
- 2.7% were slightly comfortable
- 0.5% were not at all comfortable

Faculty acknowledge the importance of utilizing materials that reflect images and perspectives from diverse groups and indicate that they would be comfortable incorporating new material into their curriculum about people from different backgrounds.

Survey responses indicate that faculty are aware of the value of incorporating diverse curricular materials and would be comfortable doing so (see Figures 11 and 12).

Figure 11: Faculty Survey- Importance of Diverse Materials

It is not so important to utilize instructional materials that reflect images and perspectives from diverse groups.

181 responses
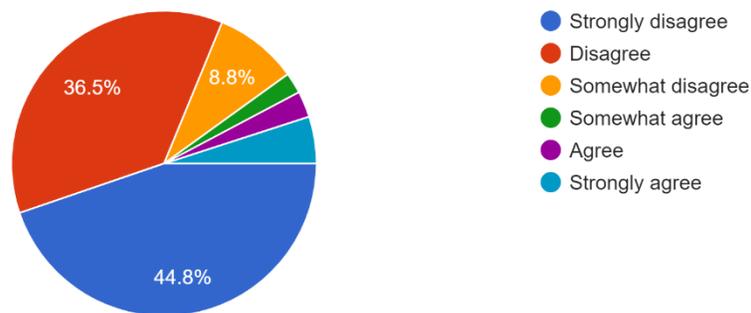
- 7.8% of respondents either strongly agree or agree that it is not so important to utilize instructional materials that reflect images and perspectives from diverse groups
- 2.2% somewhat agree
- 8.8% somewhat disagree
- **81.3% disagree or strongly disagree**

How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?
183 responses

Legend:
- Not at all comfortable
- Slightly comfortable
- Somewhat comfortable
- Quite comfortable
- Extremely comfortable

39.3%
44.3%
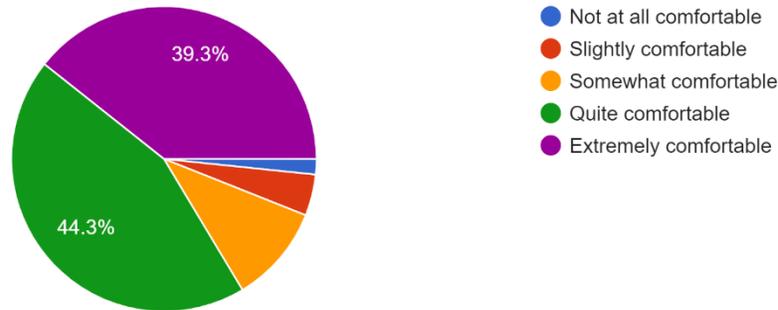
- **83.6% of respondents stated that they would be either extremely comfortable or quite comfortable incorporating new material about people from different backgrounds into their curriculum**
- 10.4% were somewhat comfortable
- 4.4% were slightly comfortable
- 1.6% were not at all comfortable

PARENT/COMMUNITY TIES

Multilingual communication with parents.
District and school-level communication with parents is made available in multiple languages through avenues such as AIRES, newsletters and translators.

New family outreach activities.
Efforts are made to foster a sense of belonging at school sites through new family welcome and orientation events. One example is the PTA Korean Outreach, which offers targeted support for incoming Korean students and families.

Family learning series events.
These informational sessions provide material and strategies that can be used to support students throughout their LCUSD schooling experience and beyond. Events address issues related to student health and wellness (including social emotional well-being), content area support, college readiness, managing social media, etc.

Events created to highlight diversity.
Multicultural festivities, such as La Cañada Elementary School's World Fair, provide opportunities for students to learn about the food, fashion and festivities of different cultural groups.

Existing relationships with community organizations.
LCUSD community partnerships are potential springboards for future collaboration around diversity, equity and inclusion efforts. One such example is with La Cañada Presbyterian Church, which

holds regular Church and Educational Leader Luncheons (which LCUSD school and district leaders attend) and facilitates their own educational events around topics such as race and inequality.

Existence of clubs, classes and organizations to support subgroups of students and foster inclusion.
      Students, staff and parents pointed to the existence of student clubs and organizations as a major asset in fostering a sense of belonging for students and supporting student diversity. Examples include the Gender Sexuality Alliance (GSA), Peer Support classes, Where Everyone Belongs (WEB) class, and the Best Buddies program. Most of these programs appear to happen at the middle and high school levels.

Avenues for communication of expectations.
      There are multiple means through which behavior expectations are communicated and reinforced to students (e.g., through elementary character lessons, guest speakers and assemblies, "Safe Space" posters, and fan code of conduct for sporting events).

Growing emphasis on social-emotional learning and wellness.
      LCUSD has made a concerted effort in recent years to expand its definition of success and commit to developing well-rounded students who are growing socially and emotionally, as well as academically. Some examples of efforts in this area include:
- LCHS Spartan Wellness Center
- Introduction of Challenge Success
- Regular lessons by counselors at some schools

Students note feeling supported and understood at school.
      Student survey responses reveal that many middle and high school students feel supported and believe that they are understood within their school communities (see Figures 13 and 14).

Figures 13 and 14: Student Survey- Being Understood and Supported at School


People at my school understand me as a person.
1,210 responses
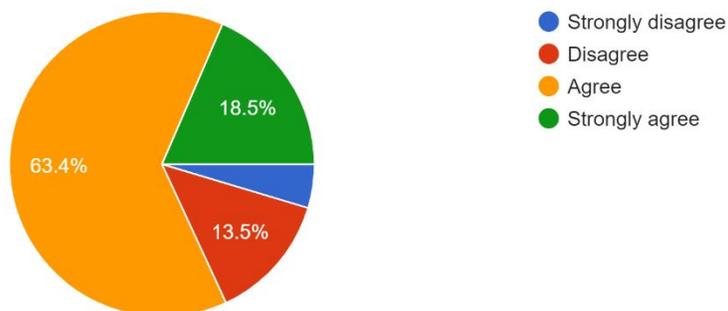
- **81.9% of respondents either strongly agree or agree that people at their school understand them as a person**
- 18.1% of respondents either disagree or strongly disagree

I am supported at my school.
1,206 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

16%
70.7%
9.9%
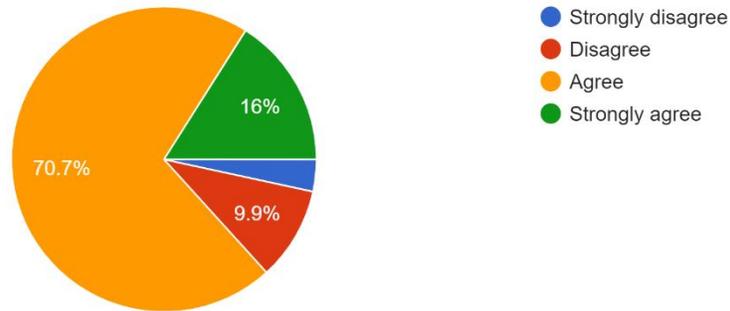
- **86.7% of respondents either strongly agree or agree that they feel supported at their school**
- 13.3% of respondents either disagree or strongly disagree

<div align="center">INSTRUCTIONAL GUIDANCE</div>

High academic achievement, as indicated by all racial/ethnic subgroups scoring above the state average on CAASPP.

LCUSD students, as a whole, Met or Exceeded state standards at a considerable higher percentage than the state average in both ELA and Math. The district has had a longstanding reputation for high academic achievement and continues to have all reported racial/ethnic subgroups outperforming state averages (see Figure 15).

Figure 15: 2018-19 ELA and Math Assessment District-State Comparison
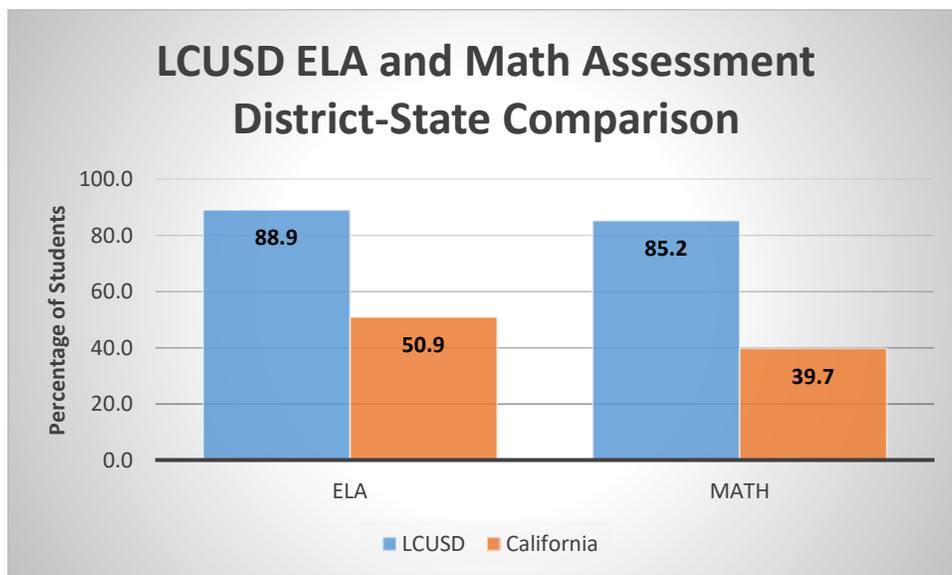
Heterogeneous groupings for class activities and projects.
Open-ended responses on LCHS 7-12 student surveys indicate that many students feel that teacher-initiated grouping of students into heterogeneous groups allows them to interact with students from different backgrounds and get to know individuals outside of their immediate circle of friends.

Individual teachers, counselors, programs and departments addressing issues of diversity.
Feedback from parents, students and staff, as well as classroom observations, highlights that there are multiple individuals and groups of staff who already incorporate issues related to diversity, equity and inclusion into the learning experiences that they create.

Some curricular materials and subjects foster the introduction of diverse experiences and perspectives.
Open-ended responses on LCHS 7-12 student surveys indicate exposure to diverse viewpoints and experiences in world language courses as well as in English and history/social studies science.

Areas for Growth

Areas for Growth in this report refers to the opportunities that exist for La Cañada Unified to further develop in regards to promoting, supporting and ensuring diversity, equity and/or inclusion. Due to the fact that district and school leadership is the catalyst for change within each of the other essential supports, it is not listed as a separate category within Areas for Growth. Instead, for each item noted, consideration should be given for how district and school leadership might affect systematized and sustainable transformation. In addition, because of the interconnected nature of school systems and structures, many of the items listed will have implications for other essential support categories as well.

PROFESSIONAL CAPACITY

Limited diversity of staff and faculty.
Students, staff and parents conveyed a recurring concern for students' lack of exposure to diversity. LCHS 7-12 student survey responses confirmed this area for growth (see Figure 16), with nearly 40% of respondents either strongly disagreeing or disagreeing with the statement: "I see myself reflected at my school (e.g., in staff/faculty, textbooks, etc.)." The intersection of the idea of diversity and the extent to which students see themselves reflected is best illustrated by the concept of windows and mirrors. As Emily Style explains, students will optimally be exposed to experiences and environments that both reflect their own lives and provide a glimpse into the lives of others (Style, para. 7).

I see myself reflected at my school (e.g., in staff/faculty, textbooks, etc.).
1,195 responses
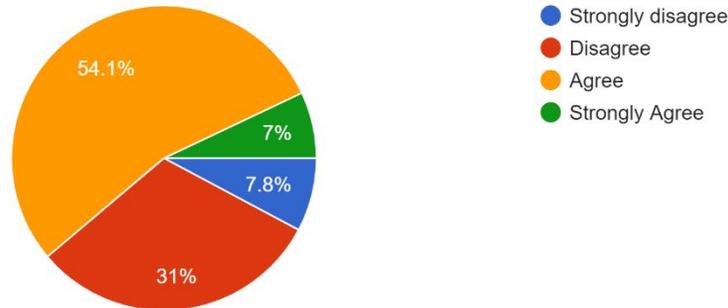
The need for greater staff diversity in particular was highlighted by data provided by the LCUSD human resources department for the 2019-20 school year. In comparison to the student population, which is just over 45% White, individuals identifying as White make up nearly 70% of certificated staff (i.e., teachers, administrators, and pupil personnel services). This is in contrast to Asian staff constituting approximately 10% of LCUSD's certificated staff while Asian students make up over 30% of LCUSD's student population (see Figure 17). Similarly, although the student gender distribution is nearly an even 50/50 split, female employees make up over 76% of certificated staff (see Figure 18). While there was some variation in the hiring on new staff for the 2019-20 school year (most notably with all three newly hired administrators being people of color), newly hired certificated staff continue to be predominantly White and female (see Figures 19 and 20).

Discrepancies between student demographics and staff demographics becomes even more pronounced when looking at pupil personnel services (PPS) in particular, which consists of job titles such as counselors and school psychologists. Ninety five percent of LCUSD PPS staff are female, and 81% of them are White (see Figures 21 and 22). The lack of diversity within pupil personnel services is especially noteworthy when considered in conjunction with the disparate student outcomes described later in this report (particularly in the areas of school climate and suspension rates).

Classified staff demographics reveal a greater percentage of Black/African American and Hispanic employees than were seen when reviewing certificated staff data (see Figure 23). It is worth noting that the only job title in which White staff are underrepresented in LCUSD, in comparison to the student demographic make-up, is within the classified category of maintenance/services (see Figure 24). These patterns are not unique to La Cañada Unified, as the teaching population throughout the country remains largely White (Sleeter, 2008). However, human resources data should be examined further to consider the varied causes of the disproportionate staffing, potential messaging that might be conveyed by staffing choices, and possible steps to increase staff diversity across job titles.

Figure 17: 2019-20 Certificated Staff Race/Ethnicity Distribution

LCUSD Certificated Staff Race/Ethnicity Distribution

1
0%

7
3%

3
1%

23
10%

29
13%

10
4%

159
69%

■ American Indian ■ Asian ■ Black/African American ■ Filipino ■ Hispanic ■ Multiple ■ White
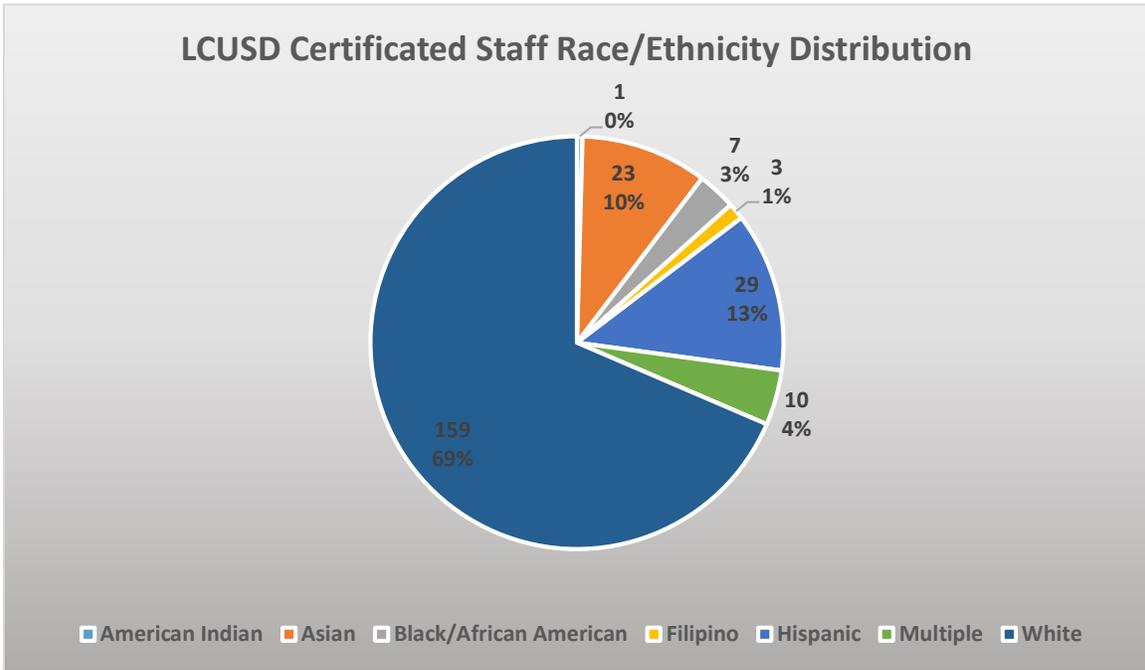
Figure 18: 2019-20 Certificated Staff Gender Distribution

LCUSD Certificated Staff Gender Distribution

55
24%

177
76%

■ Female ■ Male
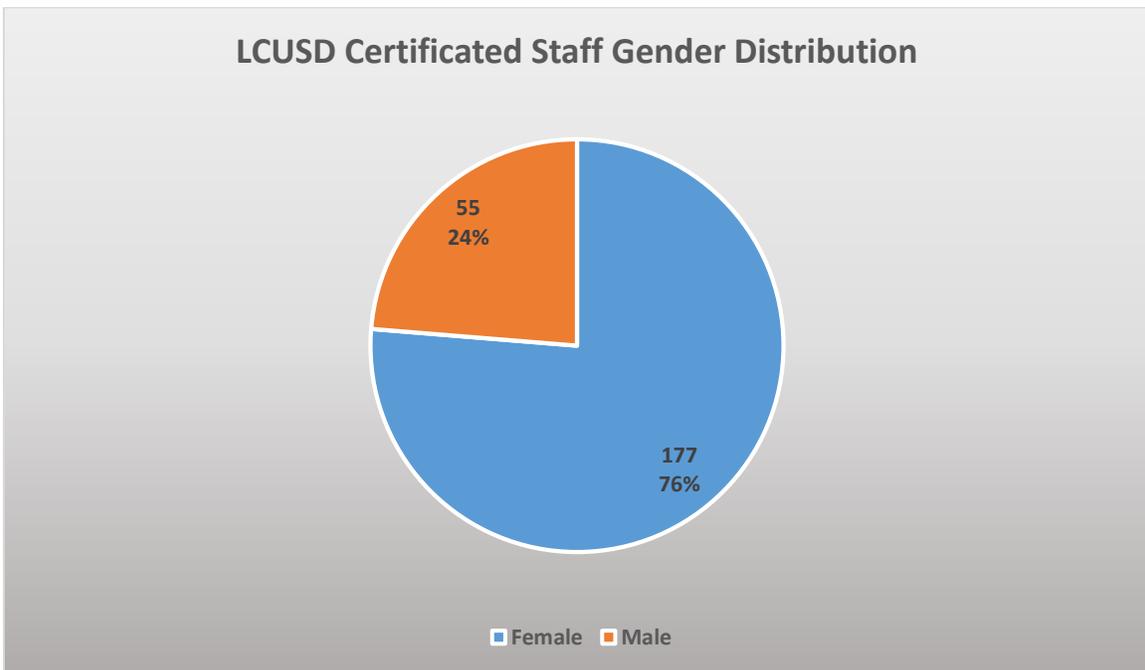
Figure 19: 2019-20 New Hire Certificated Staff Race/Ethnicity Distribution

LCUSD New Hire Certificated Staff Race/Ethnicity Distribution

4
20%

2
10%

2
10%

12
60%

■ Asian   ■ Black/African American   ■ Hispanic   ■ White
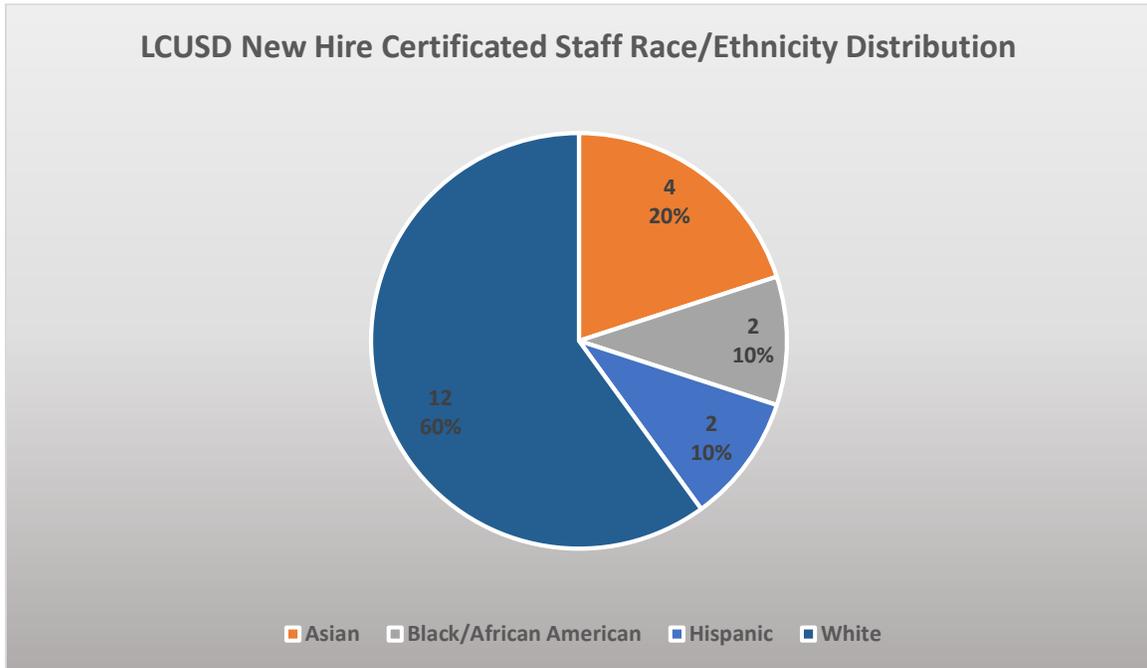
Figure 20: 2019-20 New Hire Certificated Staff Gender Distribution

LCUSD New Hire Certificated Staff Gender Distribution

5
25%

15
75%

■ Female   ■ Male
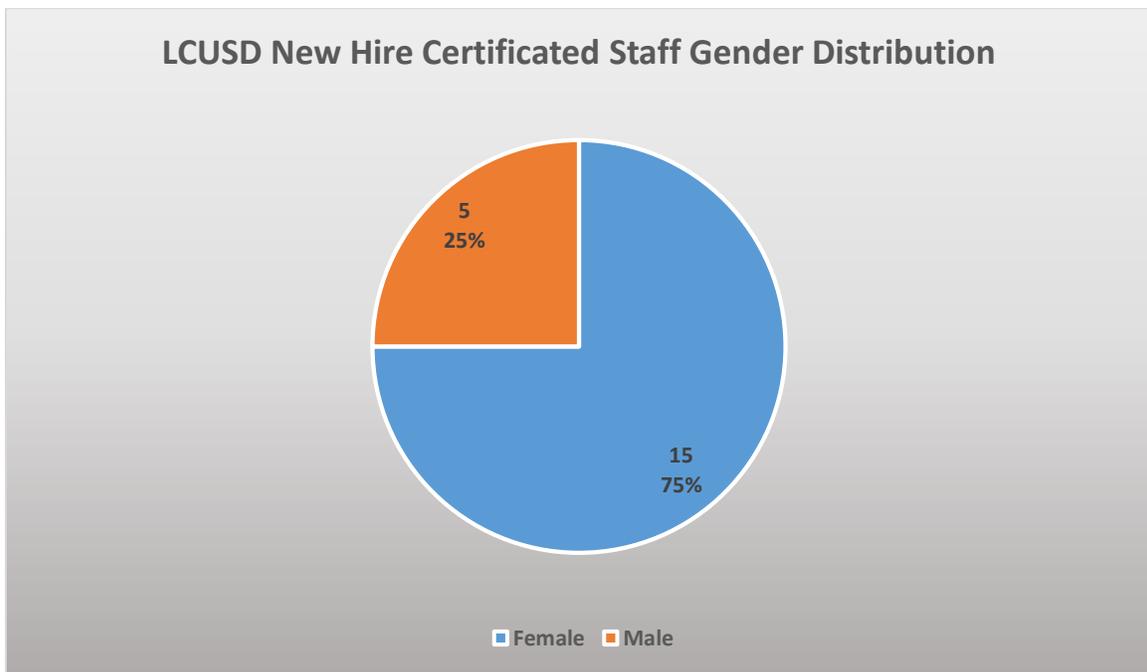
Figure 21: 2019-20 Pupil Personnel Services Race/Ethnicity Distribution

LCUSD Pupil Personnel Services Race/Ethnicity Distribution

3
14%

1
5%

17
81%

■ Asian ■ Hispanic ■ White
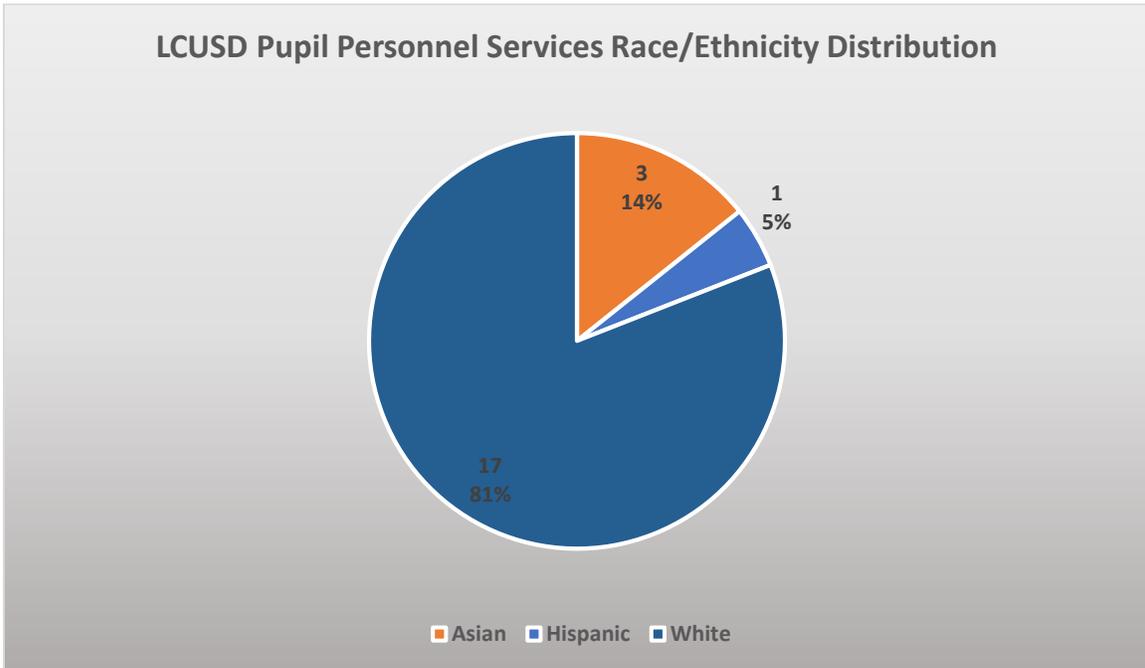
Figure 22: 2019-20 Pupil Personnel Services Gender Distribution

LCUSD Pupil Personnel Services Gender Distribution

1
5%

20
95%

■ Female ■ Male
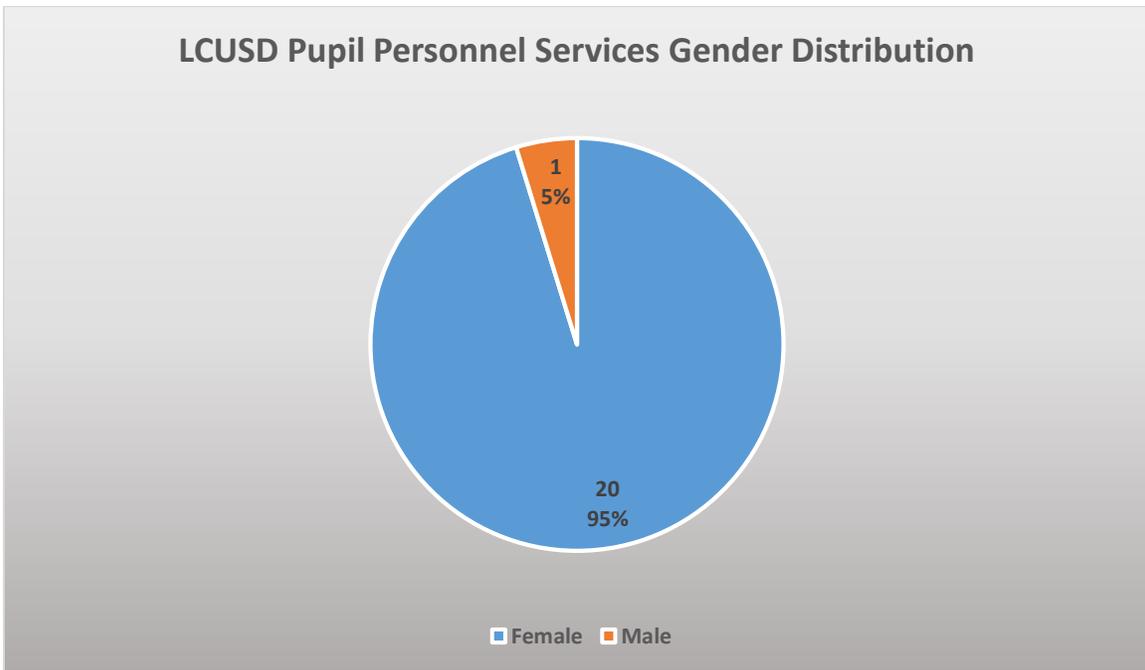
Figure 23: 2019-20 Classified Staff Race/Ethnicity Distribution

LCUSD Classified Staff Race/Ethnicity Distribution

- 0 0%
- 15 6%
- 17 7%
- 4 1%
- 70 28%
- 10 4%
- 137 54%

□ American Indian □ Asian □ Black/African American □ Filipino ■ Hispanic ■ Multiple ■ White
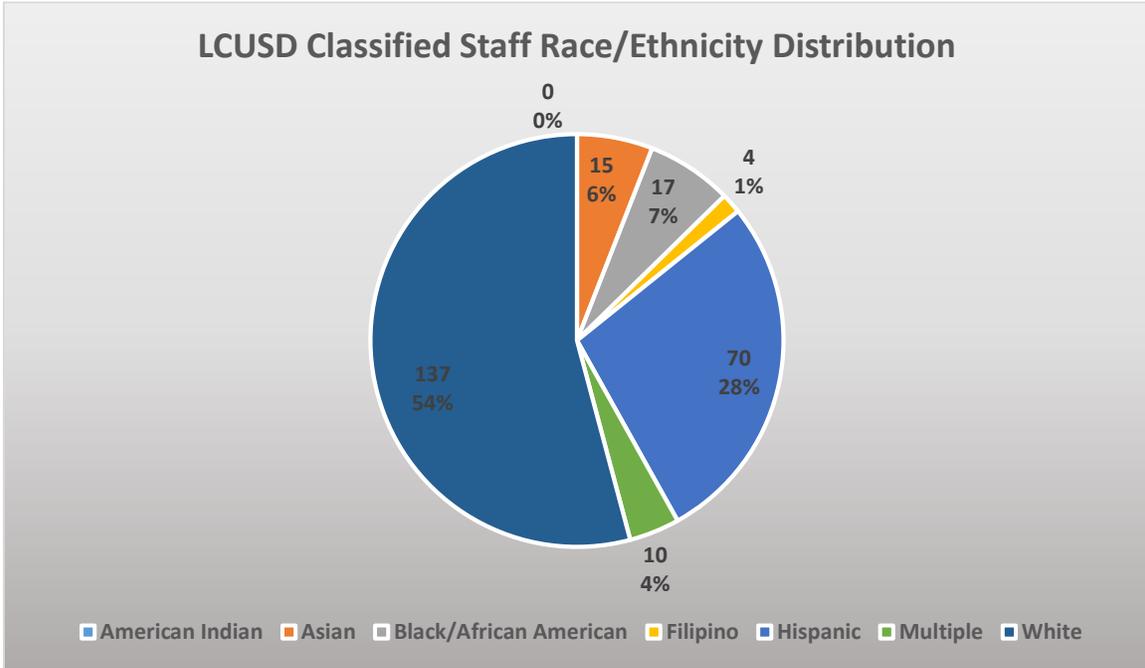
Figure 24: 2019-20 Maintenance/Services Staff Race/Ethnicity Distribution

LCUSD Maintenance/Service Staff Race/Ethnicity Distribution

- 7 12%
- 21 38%
- 28 50%

□ Black/African American ■ Hispanic ■ White
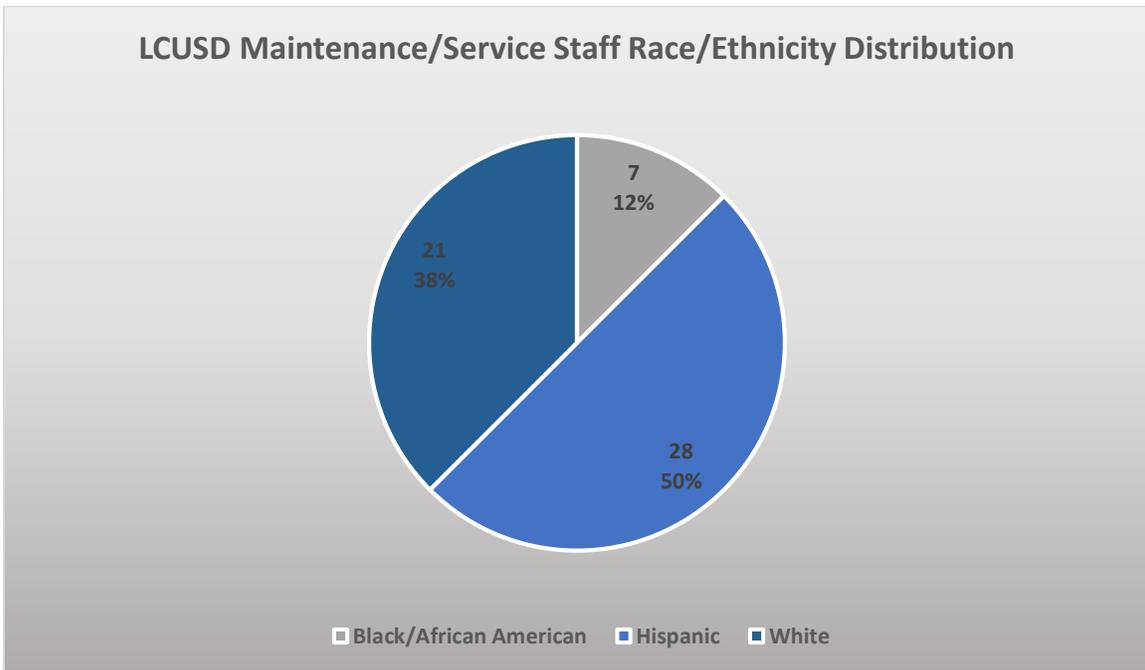
Limited staff and faculty knowledge of the culture and history of diverse racial, ethnic and cultural groups.

Surveys completed by both classified and certificated staff reveal limited knowledge related to the histories and cultures of diverse racial, ethnic and cultural groups. For example, less than half of respondents to the faculty survey strongly agreed or agreed with the statement: I am knowledgeable about the history and cultures of diverse ethnic, racial and cultural groups (see Figure 25). Administrator and classified surveys confirmed the need for greater development in this area, but respectively had a smaller sample size and lower response rate.

It is important to note that this area for growth is not unique to La Cañada by any means. Dr. Bettina L. Love posits that only a small number of teacher preparation programs include a requirement that teacher candidates take courses to learn about varied cultural groups (e.g., African American studies, Asian studies, Chicano studies, LGBTQ studies, etc.). As a result, she explains, "Teachers of all backgrounds walk into classrooms never studying the history or the culture of the children they are going to teach." She goes on to ask, "So, how can teachers be culturally relevant when they have not studied culture?" (Love, 2019, p. 128).

Figure 25: Faculty Survey- Knowledge of Diverse Histories and Cultures

I am knowledgeable about the history and culture of diverse ethnic, racial, and cultural groups.
183 responses

- ● Strongly disagree
- ● Disagree
- ● Somewhat disagree
- ● Somewhat agree
- ● Agree
- ● Strongly Agree
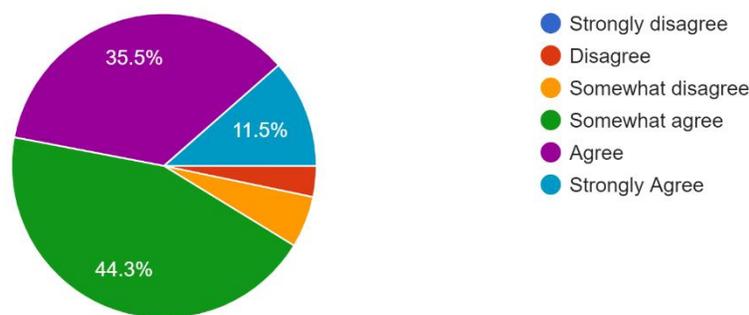
- **47% of respondents either strongly agree or agree that they are knowledgeable about the history and culture of diverse ethnic, racial and cultural groups**
- 44.3% somewhat agree
- 5.5% somewhat disagree
- 3.3% disagree

Faculty perceptions of colorblindness and assimilation.

Nearly 60% of faculty survey respondents either strongly agreed or agreed that they attempt to ignore students' color in order to focus on individuality (see Figure 26). When asked about the importance of students of color assimilating within mainstream society, responses represented the widest range seen throughout the survey, with the lowest consensus rate overall, indicating that there are vastly varying opinions on the topic (see Figure 27). An important note here is that neither of these areas reveal the presence of ill-intent. In fact, the notion of colorblindness is often professed in an attempt to be fair. However, both notions deny the lived experiences of children from historically marginalized groups and can carry unintended negative consequences.

Esteemed scholar and author, Dr. Beverly Tatum, explains that students of color in a predominantly White school may have substantially different experiences than their White peers who see themselves regularly reflected in their textbooks, teachers and classmates and who are not subjected to the same potentially racially charged name calling. Therefore, not acknowledging the daily realities of students of color (and those of their families) can be extremely invalidating (Tatum, 2013). Furthermore, in his bestselling book, *How to Be an Antiracist*, renowned author and professor, Ibram X. Kendi, asserts that the concept of assimilation stems from and supports the erroneous belief in racial hierarchies and the need for people of color to adhere to White norms.

Figure 26: Faculty Survey- Colorblindness

I try to ignore skin color in order to view students of color as individuals.
181 responses
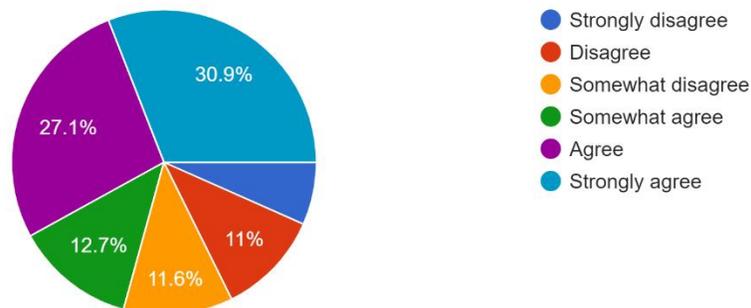
- **58% of respondents strongly agree or agree that they try to ignore skin color in order to view students of color as individuals**
- 12.7% somewhat agree
- 11.6% somewhat disagree
- 17.6% disagree or strongly disagree

Figure 27: Faculty Survey- Assimilation

It is important that students of color assimilate so that they can succeed in mainstream American culture.
177 responses
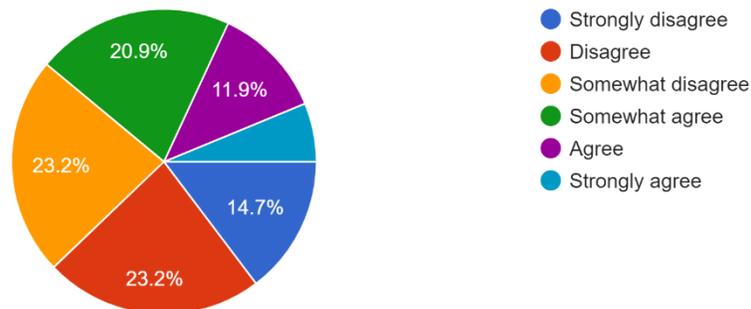
- 18.1% of respondents either strongly agree or agree that it is important that students of color assimilate so that they can succeed in mainstream American culture
- 20.9% somewhat agree
- 23.2% somewhat disagree
- **37.9% either disagree or strongly disagree**

<div align="center">PARENT/COMMUNITY TIES</div>

Some elementary school events center a European-American viewpoint.

Events such as Colonial Day at Palm Crest and Paradise Canyon Elementary Schools and the Thanksgiving Feast at La Cañada Elementary School (prior to its restructuring this past year) present a largely Eurocentric interpretation of historical events. Such celebrations have the potential to negate the experiences of Black, Indigenous, and people of color (BIPOC); exclude subsets of the student, staff and parent populations; and highlight incomplete and/or inaccurate interpretations of history.

Gendered family events exclude diverse family structures.

Family activities that specify members to be involved (e.g., elementary school father/daughter dances) have the potential to exclude families that that do not reflect a nuclear family structure.

Increased communication requested by parents and students.

Focus groups and interviews reveal that parents and students perceive a lack of communication. This includes communication about programs offered, upcoming events, and disciplinary procedures.

Family education and collaboration needed to further DEI efforts.

All stakeholder groups spoke to the impact and influence of LCUSD families, emphasizing the importance of including them in the learning process around diversity, equity and inclusion. Furthermore, focus group and interview participants articulated the need to partner with families to collaborate on DEI efforts for optimal effectiveness.

Feelings of exclusion within greater La Cañada community reported by parents and staff of color.

Through interviews, focus groups, and feedback provided during staff training, multiple parents and staff of color relayed having experienced feelings of exclusion within the city of La Cañada Flintridge. These feelings stemmed from encounters that reflected potential racial bias and discrimination (e.g., repeated stops by the police, being questioned about their presence by local residents, etc.). Although these experiences do not directly fall within the purview of the school district, they can serve to impact staff, parent and even student morale and therefore should be considered and addressed by LCUSD within the scope of their locus of control.

<div align="center">STUDENT CENTERED LEARNING CLIMATE</div>

"Culture of fear and/or silence" reported by individuals from all major stakeholder groups.

During interviews and focus groups with staff, students, parents and community members, many people alluded to or directly named a culture of fear that exists within the school district and affects the extent to which conversations related to diversity, equity and inclusion occur. Much of this fear centered around feeling ill-equipped to navigate such topics, being concerned about saying the wrong thing, and anticipating potential negative feedback (particularly from families). Faculty survey responses supported this idea, with less than half of respondents stating that they could either extremely or quite easily address a sensitive issue of diversity when it arose (see Figure 28).

Perhaps the most impactful confirmation of this culture came from students themselves. During LCHS 7-12 focus groups, it was commonly relayed as an area for growth, with students recounting some teachers' avoidance of topics that might be deemed controversial, even when they organically surfaced in class. As one student survey respondent elucidated, "The school must take steps to no longer stay silent on topics that generally make people uncomfortable because of controversy and talk about diversity more in general."

Figure 28: Faculty Survey- Addressing Sensitive Issues of Diversity

When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?
181 responses

Legend:
- Not at all easily
- Slightly easily
- Somewhat easily
- Quite easily
- Extremely easily

Pie chart labels: 30.9%, 13.8%, 11%, 42%
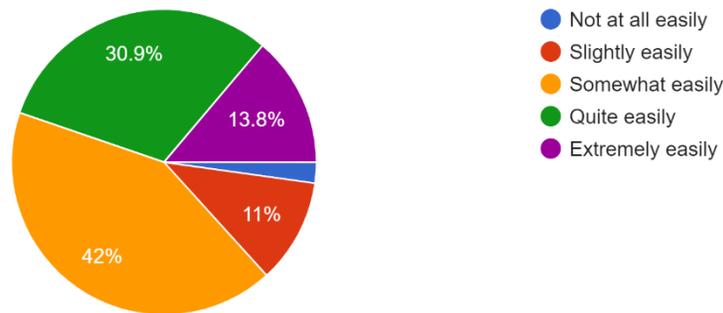
- **44.7% of respondents stated that they can either extremely easily or quite easily think of strategies to address the situation, when a sensitive issue of diversity arises in class**
- 42% somewhat easily
- 11% slightly easily
- 2.2% not at all easily

Offensive language (e.g., racist, sexist, or homophobic slurs) reported at all school levels.
Data collected via interviews, focus groups and surveys revealed the occurrence of offensive language based on perceived differences at the elementary, middle and high school levels. According to student and staff reports, this occurs more frequently at the middle and high school, and is often intended by students there as a joke. LCHS 7-12 student surveys confirm the prevalence of such language. Nearly 70% of respondents either agreed or strongly agreed that they have heard others being called negative or hurtful terms based on perceived differences (see Figure 29). Open ended responses regarding what needs to change further illustrated the point:

- "I hear homophobic and racist slurs constantly. It's practically background noise at this point, and that type of language should not be at all acceptable at LCHS."

- "I have often witnessed and overheard my peers using slurs based on someone's sexuality/gender orientation with teachers clearly within earshot, who don't intervene or call these students out. Although I have seen teachers intervene, it is a rare case. It'd be great if teachers helped correct this usage of slurs, and intervene when someone uses 'gay' as an insult."

- "I don't know anyone who has a problem with people of different backgrounds, but I do know people who find it humorous."

Figure 29: Student Survey- Hearing Negative Terms Based on Differences

I have heard others being called a negative or hurtful term based on a perceived difference from other students (e.g., based on race, ethnicity, ability, sexual orientation, etc.).
1,207 responses
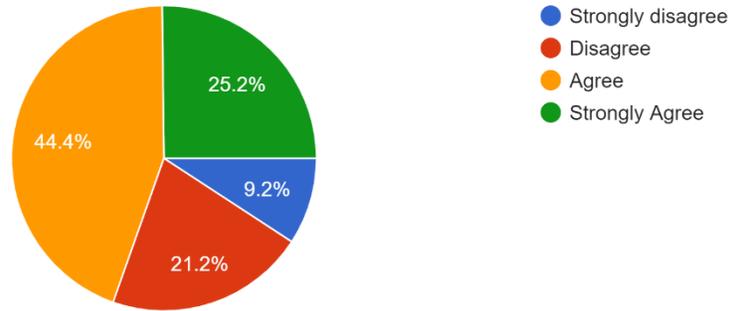
Disparate student outcomes in chronic absenteeism.
- **Special Education (SPED)**

    Although special education students only make up 10% of the overall student population at LCUSD, they make up 22.6% of the students with chronic absenteeism. While this is a considerably higher proportion, it must be noted that the 22.6% equates to only 30 students. It is important to keep an eye on this population and determine the reasons why they are repeatedly missing and if there is any way to support and encourage their attendance (see Figure 30).

- **Low Income/Social Economic Status (SES)**

    There is a notably higher percentage of students with chronic absenteeism who are designated as SES when compared to the general population. The SES student population should be examined more closely for the reasons behind chronic absenteeism (see Figure 31).

Figure 30: 2018-19 Chronic Absenteeism SPED Distribution

LCUSD Students with Chronic Absenteeism SPED Distribution

NO: 77.4
YES: 22.6
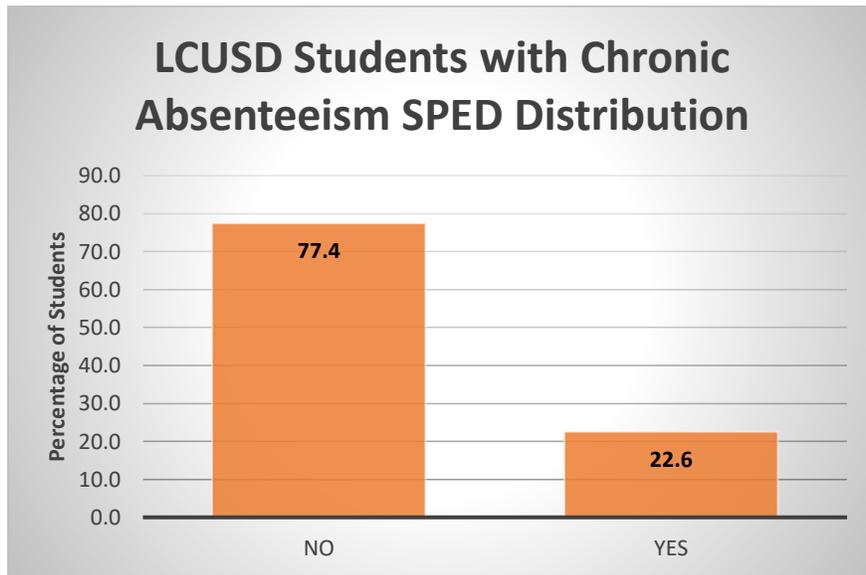
Figure 31: 2018-19 Chronic Absenteeism SES Distribution

LCUSD Students with Chronic Absenteeism SES Distribution

NO: 86.5
YES: 13.5
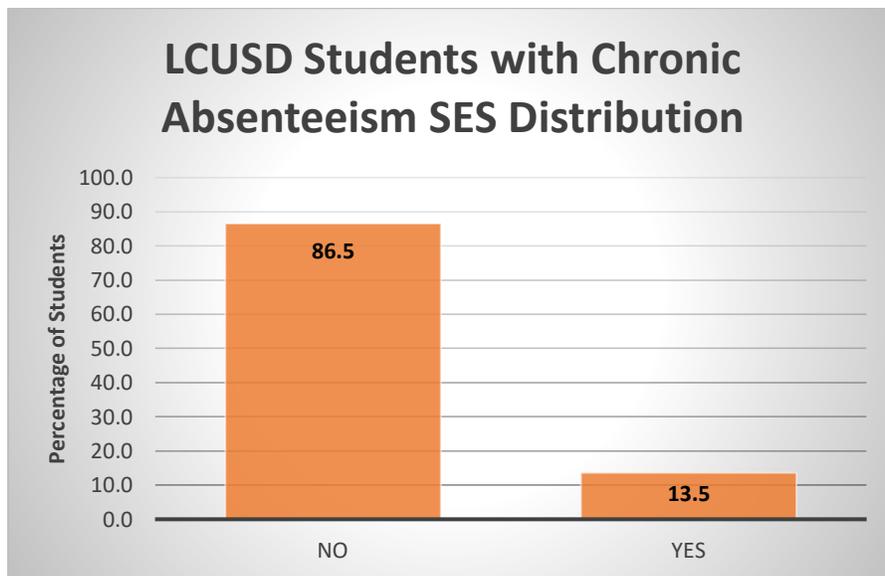
Disparate student discipline outcomes (including suspension rates).

- **Special Education (SPED)**

    Although special education students only make up 10% of the overall student population at LCUSD, they make up over 25% of student suspensions. While this is a considerably higher proportion, it must be noted that the 25% equates to only 12 students. It is important to keep an eye on this population and determine the reasons why they are being suspended at a higher rate and how to support their needs, but we must also be aware of the small sample size (see Figure 32).

- **Low Income/Social Economic Status (SES)**
    The percentage of suspended students who are designated as SES is notably higher than the percentage of SES students in the general population (see Figure 33).
- **Male**
    Unlike the general population, the majority of students being suspended are males (see Figure 34). Moreover, when looking at all discipline infractions for the 2019-20 school year (through March 11, 2020) at the elementary level (Tk-6), over 93% were for male students (see Figure 35). Once again, the small sample size should be kept in mind.

Figure 32: 2018-19 Suspension SPED Distribution
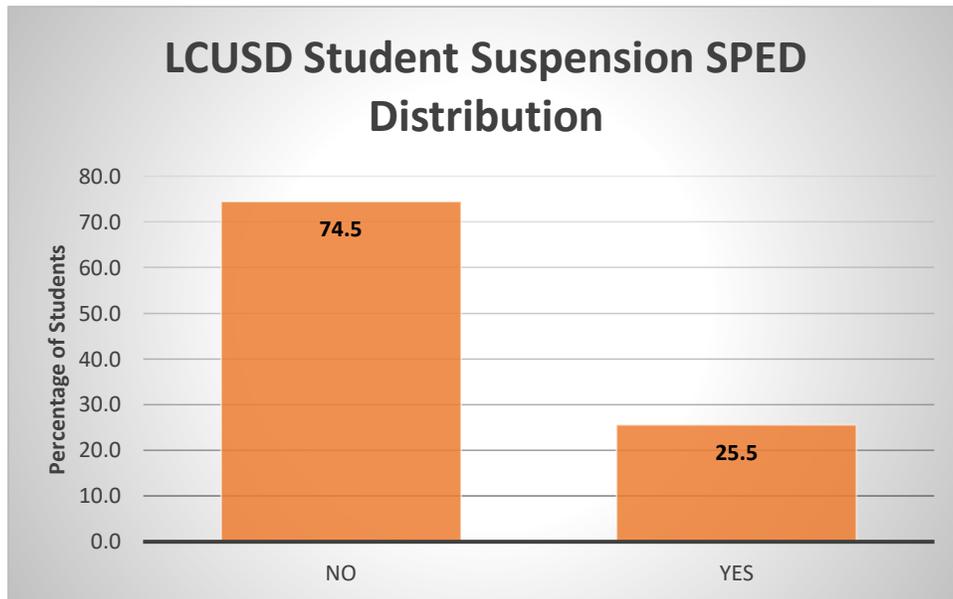
Figure 33: 2018-19 Suspension SES Distribution
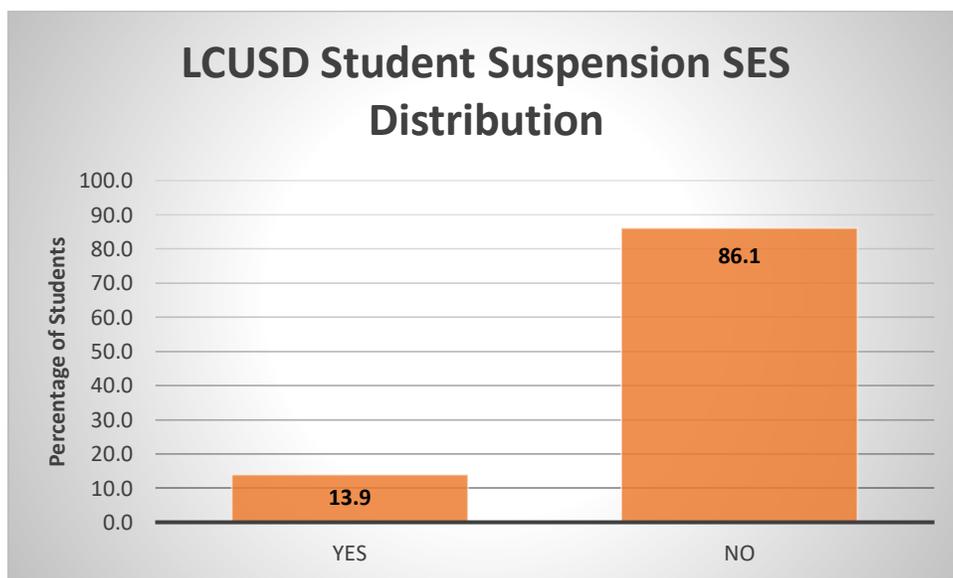
Figure 34: 2018-19 Suspension Gender Distribution
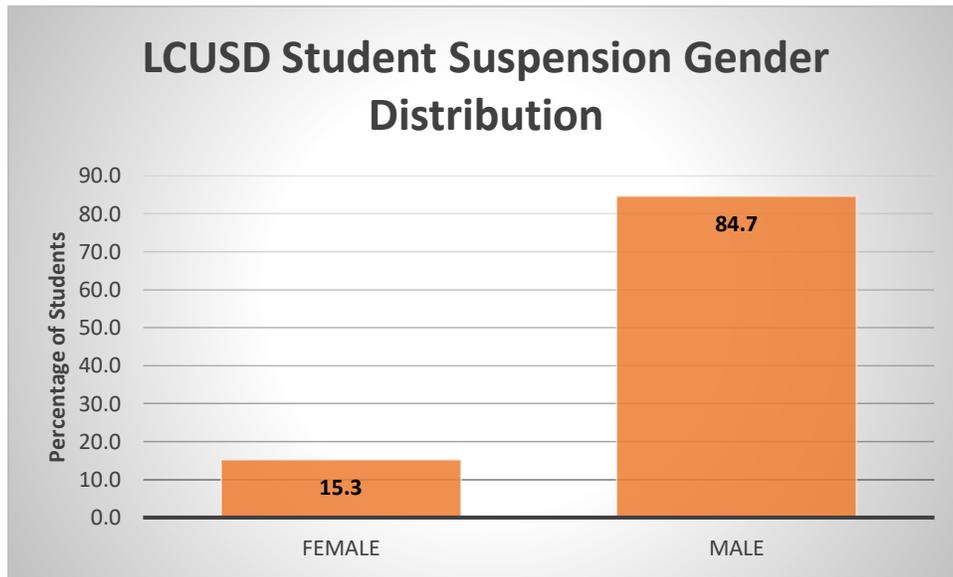
Figure 35: 2019-20 TK-6 Discipline Infractions Gender Distribution
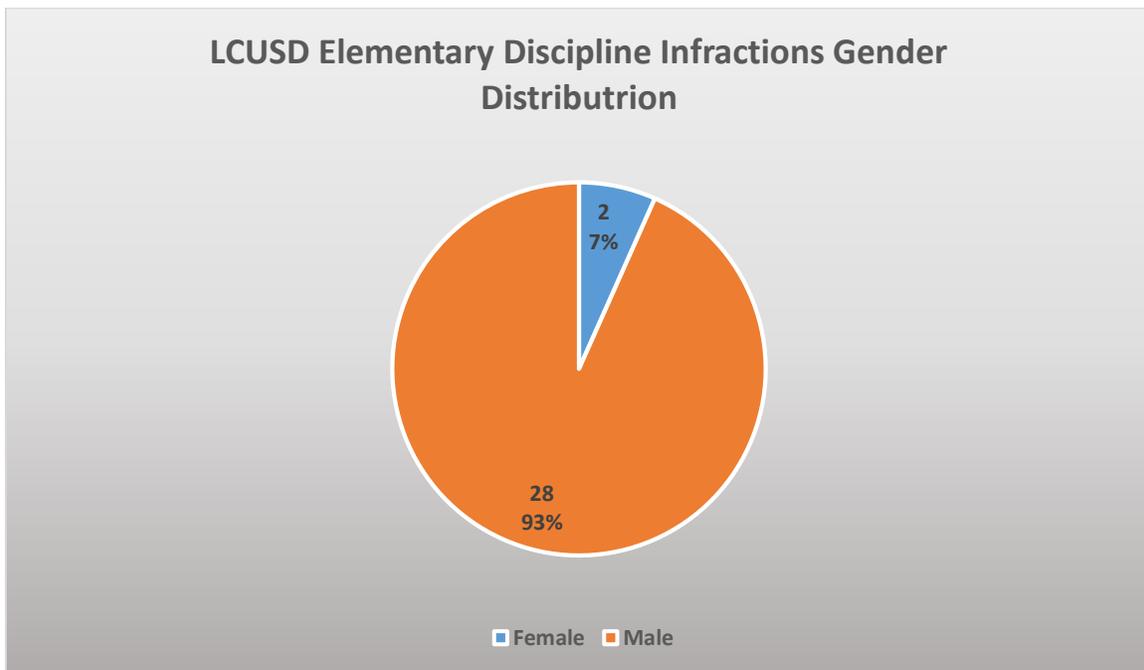
Inconsistent and/or unclear discipline policies and procedures.

Although LCUSD committed to a shift from a zero tolerance policy to one more rooted in restorative justice practices, staff interviews and a review of professional development opportunities offered reveal that limited training has been provided on how to best implement a system of restorative justice. In addition, the document review process revealed that zero tolerance language is still present in La Cañada Unified School District's *Suspension and Expulsion/Due Process* Board Policy. Also identified during the review was a wide range in school site discipline policies, which vary in the extent to which

behavior expectations are clearly outlined using affirmative language, positive behavior supports are indicated, and tiered consequences are clearly articulated (although all elementary sites utilize the same discipline matrix format). Data collected from parent focus groups also indicate that many parents perceive a lack of clarity around discipline policies as well.

Concerns regarding discipline policies were particularly pronounced in relation to offensive student language. In identifying an area for growth on the LCHS 7-12 survey, one student pointed to the need for, "Enforcing consequences for derogatory slurs, which are used constantly and shamelessly around campus…They are extremely prevalent, normalized, and considered, unfortunately, completely acceptable among the student body." Another student similarly noted, "There needs to be reinforcements for kids who use homophobic and racist words. I couldn't tell you how many times I've heard the N word from white and Asian students at LCHS who think it's funny or a joke. Not including the amount of times I've been called [derogatory terms] and harassed just for being a lesbian. My girlfriend and I are terrified to come out to anyone in fear of backlash."

Academic pressure remains intensely high at LCHS 9-12.

Despite the growing emphasis on social emotional health and well-being, students, staff and parents reported the persistence of a high pressure academic environment at the high school. In focus groups and survey responses, students explained that the unrelenting emphasis on grades, test scores and college admissions led to stress and impeded social interactions. Parent interview participants and family learning series event attendees emphasized the desire for social emotional learning in conjunction with academic rigor. Also noted by one student survey respondent was the way in which a myopic focus on academics could serve to preclude other aspects of student identity and learning: "Because there is such a focus on academic excellence, race seems often pushed to the back burner."

Need for greater inclusion of students with disabilities at the secondary level (academically and socially).

Staff and parents repeatedly noted the need for greater inclusion of students with disabilities at the middle and high school levels in particular. Including students with disabilities in general education courses is particularly important given that special education classes do not meet college A-G requirements, which may inadvertently exclude students from future opportunities. In addition, inclusion of students with special needs should involve a greater understanding of student differences. As one student explained, "The school needs to make students and staff aware of emotional, mental, learning, and physical abilities and challenges. I personally felt excluded because of my learning disability and physical health condition."

Limited diversity of students.

In addition to the call for greater staff diversity, which was outlined earlier in this report, the limited diversity within student populations also arose as a theme in responses from staff, students, parents and community members during focus groups, interviews and open-ended responses to surveys. Discussions of limited diversity that surfaced included areas such as racial/ethnic, economic, and neurodiversity. One student survey respondent remarked, "The world is so much more diverse and complicated than anything in La Cañada..."

As was noted in the introduction, the demographic make-up of LCUSD is notably different than that of the surrounding Los Angeles County community, particularly in the areas of racial/ethnic and economic demographics. Although as a public school district La Cañada Unified does not have direct control of which students attend its schools, it is still worth acknowledging the limited exposure that students have to classmates from varied backgrounds as well as to consider the ways in which the District and each school might mitigate this area of concern. Furthermore, feedback from parent

meetings and interviews indicates that attention to issues of diversity, equity and inclusion may factor into decisions made by families when considering whether to remain in the district, thereby either ameliorating or exacerbating the situation.

Disparate student and family outcomes noted around school climate (based on racial/ethnic backgrounds).

Disaggregated Panorama Ed Survey results from the 2018-19 school year indicate marked differences in the experiences of varied subgroups of students compared to the experiences of the general student population. For example, in responding to the prompt, "My counselor is helpful when I talk to him/her about personal issues," 75% of middle school students overall responded favorably. However, only 56% of Korean students responded favorably, and 40% of Black/African American students. Likewise, when examining the family school survey for grades 7-12, respondents who identified as Chinese, Japanese, Korean and Asian Indian had consistently lower average affirmative responses to questions regarding school climate than the average within all racial/ethnic categories. Small sample sizes may be a factor in these disparities, but they should be reviewed further.

On a related note, data provided by the Spartan Wellness Center at La Cañada High School indicates that in the first three months of the 2019-20 school year, only students identifying as White, Asian, or having two or more races received Sage services, "supporting students' social and emotional well-being" (Zooi & Smith, 2019, slide 3). Within that same time period, 75% of students receiving services were female. Continued attention should be paid to examining who is accessing spaces and structures put in place to support school climate. In addition, thoughtful consideration should be given as to how those spaces and structures can best serve all students, particular those from underrepresented or historically marginalized groups.

Bullying reported as an area of concern by parents and students.

Over 40% of middle and high school survey respondents report having been bullied at least once during their time in the district. Feedback from parents and students reveal a desire for greater prevention and clear, consistent consequences (see Figure 36).

Figure 36: Student Survey- Bullying

I have been bullied at least once during my time in La Canada Unified School District.
1,204 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

29%
12.2%
33.4%
25.4%
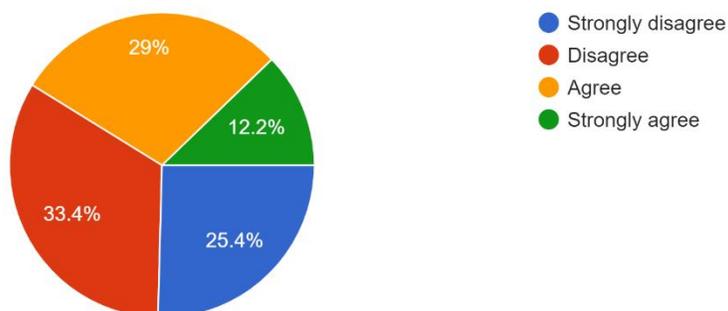
Language on documents and forms needs greater consistency, clarity, and inclusivity.

A preliminary examination of select district and school documents reveals inconsistencies in language used for demographic data collection. For example, demographic data by specific ethnic groups was collected and reported for staff, but the same ethnic categories were not consistently utilized for student demographic reports. In addition, language used in varied documents and policy statements did not consistently reflect names preferred by specific groups (e.g., Indigenous, Native or First Nations vs. Native American or American Indian) or allow for the inclusion of non-binary pronouns (e.g., their vs. he or she). Parents also indicated some concern with forms that are not inclusive, particularly of diverse family structures and people who identify as multiracial/ethnic.

INSTRUCTIONAL GUIDANCE

Disparate student outcomes in academic achievement.

- **Black/African American (ELA and Math)**

    Only 68.8% of African American students Met or Exceeded state standards In ELA, compared to all other ethnic groups, which Met or Exceeded state standards with percentages of students between 85.6% and 95.2%. Likewise in Math, only 68.8% of the African American student population Met or Exceed state standards (see Figure 37).

- **Low Income (Math)**

    In Math, 69.5% of SES students and 85.9% of non-SES students Met or Exceeded state standards. While both groups considerably outperform the state average, the difference between the two groups should be examined further given the 16 percentage point difference (see Figure 38).

- **English Learner (ELA and Math)**

    In ELA, 89.1% to 95.5% of English Proficient students Met or Exceeded state standards. Only 51.5% of English Learner students Met or Exceeded state standards. In Math, 84.4% to 93.7% of English Proficient students Met or Exceeded state standards, and 63.2% or English Learner students Met or Exceeded state standards. The language demands of the exam should be considered when reviewing English Learner performance, but results should be examined further (see Figure 39).

Figure 37: CAASPP ELA and Math Ethnicity Distribution
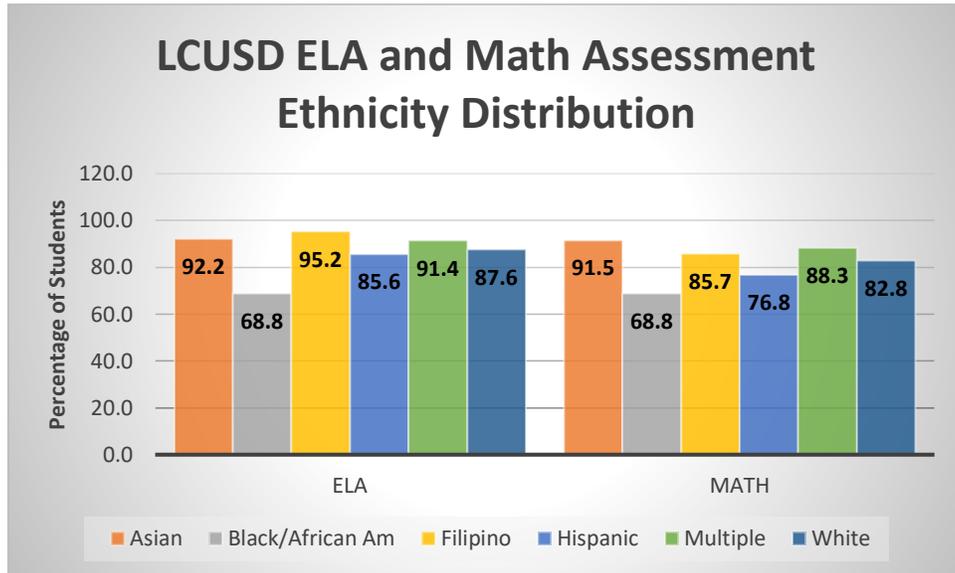
Figure 38: CAASPP ELA and Math SES Distribution

LCUSD ELA and Math Assessment EL Distribution

ELA: EL 51.5, EO 89.1, IFEP 95.5, RFEP 91.6
MATH: EL 63.2, EO 84.4, IFEP 93.7, RFEP 89.7
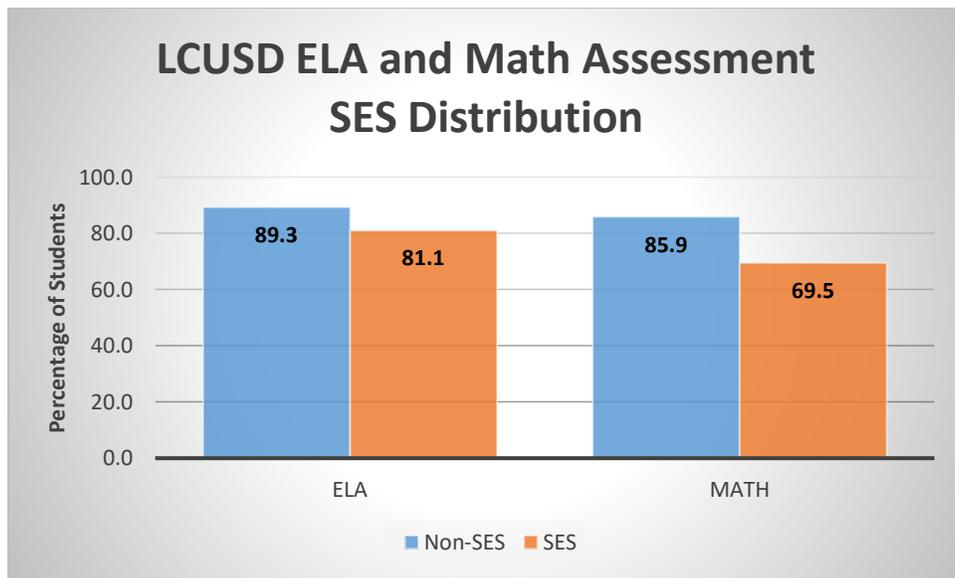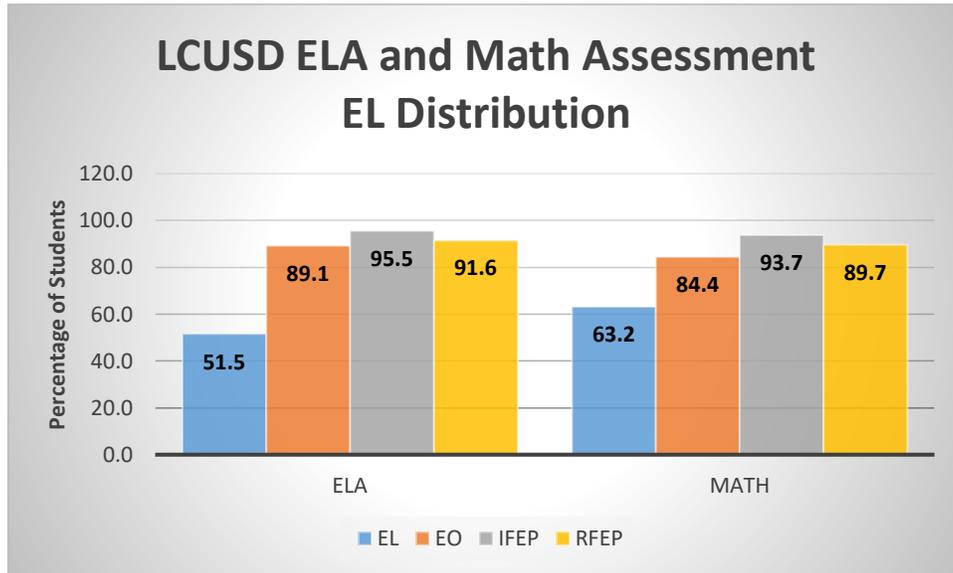
Greater diversity needed within the curriculum.

A sampling of La Cañada High School class syllabi (for the 2019-20 school year) were provided by school staff and analyzed as part of the document review conducted for this report. One of the findings of that analysis was that while racial/ethnic diversity was evident in the authors of supplementary course readings, all major texts listed for college preparatory and honors English Language Arts classes in grades nine through eleven were written by White authors. All but two of those texts were by White men in particular.

In addition, although faculty survey responses revealed an understanding of the importance of including diverse materials and comfortability in doing so (see Figures 9 and 10), reflections on actual practices indicate that only 43.1% of faculty strongly agree or agree with the statement: "I relate content and instructional strategies to the cultural backgrounds of my students" (see Figure 40). This data should be considered in conjunction with findings regarding staff and faculty's knowledge of diverse backgrounds and histories, discussed earlier in this report.

I relate content and instructional strategies to the cultural backgrounds of my students.
181 responses
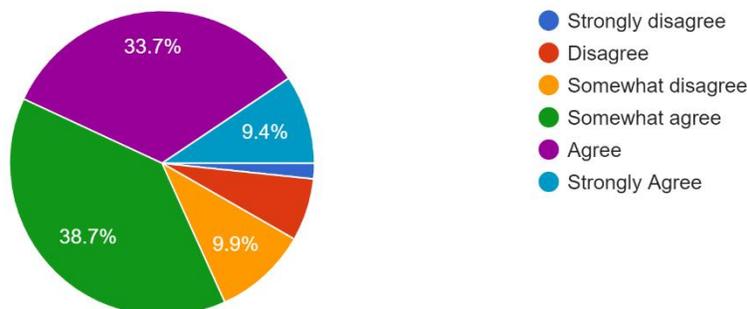
- **43.1% of respondents either strongly agree or agree that they relate content and instructional strategies to the cultural backgrounds of their students**
- 38.7% somewhat agree
- 9.9% somewhat disagree
- 8.3% either disagree or strongly disagree

Differentiated classroom and school-level supports needed for students with varied learning needs.
Interviews with both staff and parents indicate a need for additional supports (to meet appropriate challenges) for students with varied learning needs, particularly within general education classes. This includes, but is not limited to, supports for students with disabilities and English learners. Faculty survey responses reveal limited feelings of self-efficacy around locating appropriate resources for students with unique learning needs (see Figure 41). Following the response to intervention (RTI) model, these supports should take the form of (tier 1) implementing research-based strategies and scaffolds as part of differentiated whole-class instruction, (tier 2) providing targeted support for select students through small group instruction, and (tier 3) more intensive, individualized instruction (Feldman, par. 1-3). A review of current interventions should be conducted to determine the number, types, tier(s) and effectiveness of interventions available, as well as where there might be need for more.

Insufficient supports for students' varied learning needs could lead to a number of challenges including a decrease in student engagement. It could also lead to students being prematurely referred to special education or placed in more restrictive learning environments than necessary. Both of these occurrences were shared during interviews with parents and staff as areas for additional examination.

Further illustrating this area for growth, student focus groups at both the middle and high school revealed that because the district is so high achieving, some students feel as though teachers primarily focus instruction on the highest achieving students, leaving the remaining students with minimal support. Anecdotally, participants conveyed that college preparatory classes at the high school are taught like AP courses, thereby limiting access for average-range students. As one student stated on the LCHS 7-12 survey, "My school needs to be aware that not everybody learns the same way."

How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

183 responses
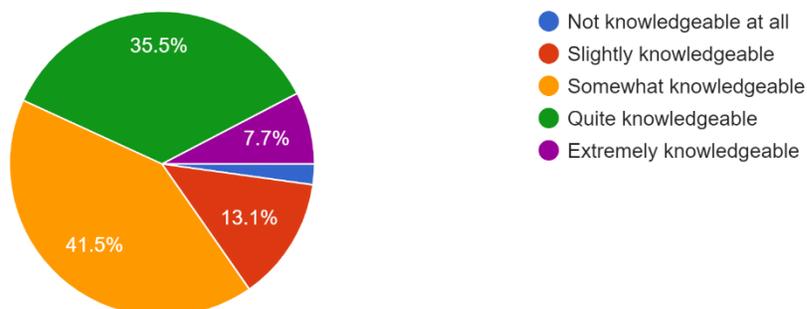
- **43.2% of respondents stated that they were either extremely knowledgeable or quite knowledgeable regarding where to find resources for working with students who have unique learning needs**
- 41.5% were somewhat knowledgeable
- 13.1% were slightly knowledgeable
- 2.2% were not knowledgeable at all

Empathy development needed for students (through education).
All stakeholder groups pointed to the need for explicit empathy instruction, centering education about diverse lived experiences, including current and historic inequities faced by varied groups. This was noted as being of particular importance given the district's history (referenced in the introduction) and the resulting limited student diversity. Confirmation of this area for growth was evident in the juxtaposition of student survey responses noting that absolutely nothing needed to be changed with regards to diversity, equity and inclusion at LCHS 7-12, while other respondents detailed painful trauma that they personally experienced or witnessed due to the marginalization and/or mockery of their or others' identities. This stark contrast reveals that in addition to addressing a lack of diversity, LCUSD must earnestly work on better acknowledging, supporting and honoring the diversity that does exist.

Student comments on the topic further illustrate:

- "The school should educate students better about the lives of others and what challenges they may be facing."

- "Our school needs to better educate students in what culture and different backgrounds actually mean- past the surface level aspects- and look at how to encourage students to reach out to people with different backgrounds than them and be inclusive of that."

- "There needs to be open support for diversity and learning about other cultures. There needs to be more than just the occasional poster supporting a holiday like Kwanza. A culture is more than just holidays. We should actually take time out to learn about and support other cultures (and possibly through the process learn why it is wrong to be prejudiced against people who are different)."

Areas for Further Examination

Experiences of students on permit.

Interviews with staff and parents indicated a belief that students attending LCUSD schools on permit are having disparate schooling experiences compared to the general population (e.g., not being included socially and/or not consistently accessing advanced classes).

Multi-year experiences of ethnic subgroups with smaller populations.

Due to concerns for privacy, some data could not be disaggregated by subgroups. However, if the data were to be reviewed over several years, there would be a large enough sample size to see the experiences of smaller groups and note trends over time.

Review of subjective discipline codes.

A preliminary analysis of LCHS 7-12 discipline data revealed potential disproportionate outcomes along racial, ethnic and gender lines in the subjective categories of "disruptive behavior" and "defiance."

Review of interventions currently in use.

A review of current interventions should be conducted to determine the number, types, tier(s) and effectiveness of interventions available, as well as where there might be need for more.

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District and School Leadership

•District-wide shift from zero tolerance discipline approach

•Nondiscrimination/Harassment Policy includes specific language geared towards affirming and protecting students' varied identities

•Recognition of some existing challenges and the need for change

•Board and District commitment to diversity, equity, and inclusion (e.g., hiring a DEI consultant)

Professional Capacity

•Social emotional learning training

•Faculty comfort/confidence managing aspects of a diverse class

•Staff and faculty indicate comfort interacting with students and families from different backgrounds

•Faculty acknowledge importance of diverse materials

Parent and Community Ties

•Multilingual communication with families

•New parent outreach (e.g., PTA Korean outreach)

•Family learning series

•Events to highlight diversity

•Existing relationships with community organizations

Student Centered Learning Climate

•Clubs and organizations (e.g., GSA, Peer Support, WEB)

•Avenues for communication of expectations (e.g., elementary character lessons, guest speakers, safe space posters, fan code of conduct)

•Growing emphasis on social emotional learning

•Students note feeling supported and understood at school

Instructional Guidance

•High academic achievement

•Heterogeneous groupings for class activities

•Individual teachers and counselors addressing issues of diversity

•Some curricular materials and subjects foster introduction of diverse experiences and perspectives

Recommended Steps	Area(s) for Growth Addressed	Projected Timeline & Status
Solidify and adopt DEI commitment statement and definitions of key terms	• Communication	September-June 2020 *IN PROGRESS*
Partner with community organizations to increase diverse opportunities and support inclusion within the surrounding community	• Exclusion within greater community • Lack of exposure to diversity	October 2019-June 2020 *ONGOING*
Analyze "Responding to Hate and Bias at School" and "Speak Up at School" guidelines (as a Leadership Team), and share out with school staff	• Culture of fear • Offensive language	December 2019-March 2020 COMPLETED
Hold parent and teacher workshops on talking with young children about race	• Culture of fear	February 2020 *COMPLETED*

Recommended Steps	Area(s) for Growth Addressed	Projected Timeline & Status
Form district-wide equity task force	• Disparities in student outcomes	March 2020 *POSTPONED*
Create database of DEI resources including those referenced in training sessions and supports for distance learning	• Limited knowledge of diverse histories and cultures	May 2020 *IN PROGRESS*
Determine unified value statements/vision for LCUSD students	• Offensive language	June 2020 *IN PROGRESS*
Coordinate restorative justice training for administrators	• Inconsistent/unclear discipline policies and procedures • Offensive language	June 2020 *POSTPONED*

Note: Items marked as postponed were done so as a result of school closures during the coronavirus pandemic. Additional action items have been added as alternatives to complete the contract year.