OUR EQUITY WALK: INITIAL COLLECTIVE STEPS

If You Want to Go Fast, Go Alone; If You Want to Go Far, Go Together...

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Mariana Gomez, Ph.D.
OVERVIEW

- How We Got Here…
- Data Collection
- Analysis and Review
- Collaborative Decision Making
- Student and District Profiles
- Equity and Culture/Climate Plans
- Audits and Assessments
- Supports, Action, and Next Steps**
THE EQUITY WORK...FIRST STEPS

- 50 First Dates
- Equity Listening Campaign/Tour
- LCAP Forums
- Hanover and Gallup Surveys, Interviews, Observations
- Data Review (District)
- Student/District Profiles
- Equity Roundtable
- Equity Steering Committee
- Culture and Climate Committee
- The Equity Plan
- The Culture and Climate Plan
- Stakeholder Input
1. **How do you explain/talk about the persistent gaps in student outcomes across the district?**
   - What do you believe are the causes/contributors to inequitable outcomes?

2. **What do you mean when you use the word equity?**
   - What have been your experiences leading and/or participating in equity work/initiatives in SUHSD?

3. **What are you most proud of relative to past and present equity efforts in SUHSD?**
   - Who benefitted as a result? How do you know?
   - What do you believe contributed to past/present success?

4. **Please describe in as much detail as possible, what victory/success would look like in our work to improve student outcomes?**
   - Can you describe what victory looks like for the students and families in our district?

5. **What are the tensions or challenges to making progress on equity in our district?**
   - What would you say is not working well?
   - What’s in the way?
   - Who is most impacted?

6. **What would you change going forward to create more equitable results for students?**
   - What would you like to see more of?
   - What do you see as the current opportunities to make progress throughout the district?
LISTENING CAMPAIGN THEMES

- General Trends
  - Student Support/Resources
  - Leadership
  - CTE/ROP/More Course Options
  - English Language Learners
  - Identifying Student Needs
  - East/West Comparisons
  - Relationship Building
  - Counseling, Mental and Physical Health
SURVEYS, INTERVIEWS, OBSERVATIONS

- Hanover Surveys
- Gallup Surveys
- California Healthy Kids Survey
- Informal Interviews
- Community Forums
- Observations
- Personal Anecdotes
- Document Reviews
DATA REVIEW AND STUDENT/DISTRICT PROFILES

- District
- Schools
- Individual
  - Students
  - Staff
  - Administrators
# District Profile: Areas at a Glance

## District Demographics

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Students</th>
<th>Gender</th>
<th>English Learners</th>
<th>Free &amp; Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1</td>
<td>801</td>
<td>53%</td>
<td>48%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>925</td>
<td>45%</td>
<td>49%</td>
<td>14%</td>
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<tr>
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<td>786</td>
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<td>18%</td>
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<td>47%</td>
<td>47%</td>
<td>20%</td>
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<tr>
<td></td>
<td>1,768</td>
<td>49%</td>
<td>49%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>2,921</td>
<td>42%</td>
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<tr>
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<td>2,440</td>
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<tr>
<td>Area 4</td>
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<td>2,199</td>
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<td>45%</td>
<td>13%</td>
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<tr>
<td></td>
<td>2,452</td>
<td>45%</td>
<td>45%</td>
<td>12%</td>
</tr>
<tr>
<td>Area 5</td>
<td>872</td>
<td>45%</td>
<td>45%</td>
<td>11%</td>
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<tr>
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<td>45%</td>
<td>10%</td>
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<td>1,493</td>
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<tr>
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<td>1,638</td>
<td>45%</td>
<td>45%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Note: The table includes gender distribution, English Learners percentage, and Free & Reduced Lunch percentage for different areas.*

### Key Notes
- **Gender Distribution:**
  - Area 1: 53% Female, 47% Male
  - Area 2: 39% Female, 61% Male
  - Area 3: 47% Female, 53% Male
  - Area 4: 49% Female, 51% Male
  - Area 5: 45% Female, 55% Male

- **English Learners:**
  - Area 1: 48% EL
  - Area 2: 39% EL
  - Area 3: 32% EL
  - Area 4: 40% EL
  - Area 5: 45% EL

- **Free & Reduced Lunch:**
  - Area 1: 18%
  - Area 2: 18%
  - Area 3: 20%
  - Area 4: 16%
  - Area 5: 17%

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**Legend:**
- F: Female
- M: Male
- EL: English Learners
- RFEP: Reduced & Free Lunch

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*Paid Lunch: 80%*  
*Free & Reduced Lunch: 20%*
AREA 1 SCHOOLS (5)
DEMOGRAPHIC OVERVIEW

Demographics Overview

Total Enrollment
7,325

Gender
- Female: 3,724
- Male: 3,601

Grade
- 7: 1,098
- 8: 1,133
- 9: 1,301
- 10: 1,389
- 11: 1,239
- 12: 1,140
- 13: 25

Ethnicity
- Hispanic or Latino: 6,206
- Asian: 636
- Two or More Races: 185
- White: 153
- Black or African American: 108
- Native Hawaiian or Other Pacific Islander: 22
- American Indian or Alaska Native: 11
- Decline to State: 7

Language Fluency
- EL: 1,817
- EO: 1,764
- IFEP: 400
- RFEP: 3,342
- TBD: 2

Special Education
- Special Education: 13.31% (976)
- Non SpEd: 86.69% (6,350)

Lunch Status
- Free & Reduced lunch: 80.14% (6,870)
- Non free lunch: 19.86% (1,455)

GATE
- 1,265
- Foster: 22
- Homeless: 248
AREA 3 SCHOOLS (3)

DEMOGRAPHIC OVERVIEW

Total Enrollment: 11,260

Gender
- Female: 5,443
- Male: 5,817

Grade
- 7th: 1,735
- 8th: 1,711
- 9th: 1,953
- 10th: 2,116
- 11th: 1,920
- 12th: 1,770

Language Fluency
- EL: 768
- EO: 5,993
- IFEP: 1,872
- RFEP: 2,626
- TBD: 1

Special Education
- Special Education: 11,280
- Non SpEd: 88,720

Lunch Status
- Free & Reduced lunch: 27,450
- Non free lunch: 72,550

GATE
- 3,419

Foster
- 15

Homeless
- 44
# Area 5 Schools (6) Demographic Overview

## Total Enrollment
7,033

### Gender
- Female: 3,417
- Male: 3,616

### Grade
<table>
<thead>
<tr>
<th>Grade</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
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<td>7</td>
<td>1,615</td>
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<td>9</td>
<td>1,192</td>
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<td>10</td>
<td>1,290</td>
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<td>11</td>
<td>1,137</td>
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<td>938</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

### Ethnicity
- Hispanic or Latino: 6,036
- Asian: 313
- White: 267
- Two or More Races: 249
- Black or African American: 130
- American Indian or Alaska Native: 15
- Native Hawaiian or Other Pacific Islander: 15
- Decline to State: 8

### Language Fluency
- EL: 1,956
- EO: 2,083
- IFEP: 431
- RFEP: 2,563

### Special Education
- Special Education: 14.62%, 1,028
- Non SpEd: 85.38%, 6,005

### Lunch Status
- Free & Reduced lunch: 74.12%, 6,213
- Non free lunch: 25.88%, 1,820

### GATE
- Foster: 19
- Homeless: 130
- Total GATE: 667
# Area 3 Schools (5)

## Middle Schools

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Gender</th>
<th>Grade</th>
<th>Language Fluency</th>
<th>SpEd by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,678</td>
<td>47.2%</td>
<td>52.8%</td>
<td>47.8% 602 52.2% 876</td>
<td>3.9% 133 27.7% 953 5.2% 213 11.0% 379 31.1% 66 66.9% 122</td>
</tr>
<tr>
<td>1,768</td>
<td>49.4%</td>
<td>50.6%</td>
<td>52.8% 933 47.2% 835</td>
<td>5.3% 181 28.6% 935 7.7% 264 9.8% 337 34.0% 94 56.0% 163</td>
</tr>
</tbody>
</table>

## High Schools

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Gender</th>
<th>Grade</th>
<th>Language Fluency</th>
<th>SpEd by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,922</td>
<td>48.8%</td>
<td>51.2%</td>
<td>26.1% 750 27.6% 600 23.3% 675 22.9% 603</td>
<td>1.9% 146 21.1% 1,552 5.4% 499 5.0% 622 31.3% 100 60.7% 219</td>
</tr>
<tr>
<td>2,440</td>
<td>48.4%</td>
<td>51.6%</td>
<td>24.7% 601 27.4% 666 23.3% 689 19.5% 476</td>
<td>1.4% 106 16.6% 1,205 5.3% 451 7.4% 578 35.2% 80 54.6% 147</td>
</tr>
<tr>
<td>2,452</td>
<td>47.6%</td>
<td>52.4%</td>
<td>24.6% 586 26.7% 650 22.9% 556 25.9% 631</td>
<td>2.5% 200 14.2% 1,107 5.6% 435 9.1% 710 29.6% 87 71.0% 213</td>
</tr>
</tbody>
</table>
# Area 5 Schools (6)

## Student Demographics by Area

### Area 5

#### Middle Schools

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Gender</th>
<th>Grade</th>
<th>Language Fluency</th>
<th>SpEd by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>EL</td>
<td>EO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>872</td>
<td>48.3%</td>
<td>53.7%</td>
<td>46.4%</td>
<td>53.6%</td>
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<tr>
<td></td>
<td>410</td>
<td>475</td>
<td>411</td>
<td>474</td>
</tr>
<tr>
<td>885</td>
<td>49.3%</td>
<td>50.7%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>430</td>
<td>442</td>
<td>436</td>
<td>436</td>
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<tr>
<td>683</td>
<td>50.4%</td>
<td>49.6%</td>
<td>46.6%</td>
<td>53.4%</td>
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<tr>
<td></td>
<td>344</td>
<td>339</td>
<td>318</td>
<td>365</td>
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</table>

#### High Schools

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Gender</th>
<th>Grade</th>
<th>Language Fluency</th>
<th>SpEd by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>EL</td>
<td>EO</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>8</td>
<td>11</td>
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<tr>
<td>1,462</td>
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<td>51.5%</td>
<td>25.8%</td>
<td>28.7%</td>
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<tr>
<td></td>
<td>720</td>
<td>773</td>
<td>379</td>
<td>425</td>
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<tr>
<td>1,493</td>
<td>48.5%</td>
<td>51.5%</td>
<td>25.5%</td>
<td>27.2%</td>
</tr>
<tr>
<td></td>
<td>709</td>
<td>753</td>
<td>373</td>
<td>397</td>
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<tr>
<td>1,638</td>
<td>49.1%</td>
<td>50.9%</td>
<td>27.2%</td>
<td>28.9%</td>
</tr>
<tr>
<td></td>
<td>804</td>
<td>834</td>
<td>440</td>
<td>468</td>
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</tbody>
</table>

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**Note:** The data includes the percentage of students by gender, grade, language fluency, and special education (SpEd) by gender. The numbers in the cells represent the counts of students for each category.
## GATE IDENTIFIED: AREA AND ETHNICITY

### GATE Identified

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
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<th>Male</th>
<th>American Indian or Alaska Native</th>
<th>Asian/Pacific Islander</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Two or More Races</th>
<th>White</th>
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<tbody>
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<td></td>
<td>59.04%</td>
<td>49.96%</td>
<td>1.20% (1)</td>
<td>6.02% (5)</td>
<td>1.20% (1)</td>
<td>81.93% (68)</td>
<td>4.82% (4)</td>
<td>4.82% (4)</td>
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<tr>
<td></td>
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<td>37.78%</td>
<td>62.22%</td>
<td>33.33% (60)</td>
<td>0.56% (1)</td>
<td>50.44% (107)</td>
<td>6.11% (1)</td>
<td>0.56% (1)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>49.32%</td>
<td>50.68%</td>
<td>15.07% (11)</td>
<td></td>
<td>63.56% (61)</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>49.52%</td>
<td>50.48%</td>
<td>4.50% (14)</td>
<td>0.64% (2)</td>
<td>84.24% (262)</td>
<td>4.82% (15)</td>
<td>5.70% (18)</td>
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<tr>
<td></td>
<td></td>
<td>48.71%</td>
<td>51.29%</td>
<td>0.16% (1)</td>
<td>0.97% (6)</td>
<td>72.01% (445)</td>
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<td>0.49% (2)</td>
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<td>47.97%</td>
<td>0.34% (1)</td>
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<td>2.02% (6)</td>
<td>60.27% (179)</td>
<td>11.11% (33)</td>
<td>12.79% (38)</td>
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<td></td>
<td>56.07%</td>
<td>43.93%</td>
<td>5.73% (13)</td>
<td>1.32% (3)</td>
<td>77.53% (176)</td>
<td>4.85% (11)</td>
<td>10.57% (24)</td>
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<td>53.60%</td>
<td>46.40%</td>
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<td>1.26% (0)</td>
<td>57.36% (382)</td>
<td>10.36% (69)</td>
<td>15.62% (104)</td>
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<td>51.14%</td>
<td>48.86%</td>
<td>2.29% (11)</td>
<td>0.21% (1)</td>
<td>62.33% (296)</td>
<td>5.82% (28)</td>
<td>9.30% (45)</td>
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<td>43.75%</td>
<td>56.25%</td>
<td>93.75% (15)</td>
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<td>6.25% (1)</td>
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<tr>
<td>Area 3</td>
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<td>47.69%</td>
<td>52.11%</td>
<td>23.16% (132)</td>
<td>2.28% (13)</td>
<td>44.91% (256)</td>
<td>13.86% (79)</td>
<td>15.79% (90)</td>
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<td>49.96%</td>
<td>0.18% (1)</td>
<td>34.66% (189)</td>
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<td>12.84% (70)</td>
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<td>23.05% (230)</td>
<td>1.60% (16)</td>
<td>44.89% (448)</td>
<td>14.23% (142)</td>
<td>16.23% (162)</td>
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<tr>
<td></td>
<td></td>
<td>50.86%</td>
<td>49.14%</td>
<td>35.10% (225)</td>
<td>3.27% (21)</td>
<td>40.28% (258)</td>
<td>12.44% (80)</td>
<td>8.86% (57)</td>
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<tr>
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<td>49.62%</td>
<td>50.38%</td>
<td>0.15% (1)</td>
<td>30.77% (204)</td>
<td>2.41% (16)</td>
<td>47.66% (316)</td>
<td>11.01% (73)</td>
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<tr>
<td>Area 4</td>
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<td>40.57%</td>
<td>59.43%</td>
<td>0.94% (1)</td>
<td>4.72% (5)</td>
<td>0.94% (1)</td>
<td>83.96% (80)</td>
<td>5.86% (6)</td>
<td>3.77% (4)</td>
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<td>49.20%</td>
<td>50.80%</td>
<td>5.35% (10)</td>
<td>2.67% (5)</td>
<td>88.10% (181)</td>
<td>3.21% (6)</td>
<td>2.67% (5)</td>
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<tr>
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<td>50.96%</td>
<td>0.38% (1)</td>
<td>4.98% (13)</td>
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<td>91.95% (240)</td>
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<td>41.94%</td>
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<td>3.23% (2)</td>
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<td>9.68% (6)</td>
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<tr>
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<td>54.62%</td>
<td>1.03% (1)</td>
<td>14.43% (14)</td>
<td>1.03% (1)</td>
<td>75.26% (73)</td>
<td>3.05% (9)</td>
<td>5.15% (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>46.43%</td>
<td>53.57%</td>
<td>3.57% (1)</td>
<td></td>
<td></td>
<td>80.29% (28)</td>
<td>3.57% (1)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>50.00%</td>
<td>50.00%</td>
<td>8.52% (18)</td>
<td>0.57% (1)</td>
<td>63.07% (111)</td>
<td>14.77% (28)</td>
<td>13.07% (23)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>49.44%</td>
<td>50.56%</td>
<td>17.42% (31)</td>
<td></td>
<td></td>
<td>76.97% (137)</td>
<td>4.49% (8)</td>
<td>1.12% (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44.44%</td>
<td>55.56%</td>
<td>5.56% (7)</td>
<td>0.76% (1)</td>
<td>89.66% (113)</td>
<td>2.38% (3)</td>
<td>1.59% (2)</td>
<td></td>
</tr>
<tr>
<td>Area 5</td>
<td></td>
<td>49.02%</td>
<td>50.98%</td>
<td>0.11% (8)</td>
<td>19.44% (1,476)</td>
<td>1.57% (119)</td>
<td>90.42% (4,597)</td>
<td>9.33% (708)</td>
<td>9.14% (691)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49.02%</td>
<td>50.98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.00%</td>
<td>7.592%</td>
<td>100.00% (7,592)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Student/District Profile: Suspensions

### Schools Suspensions 2014 - 2015

<table>
<thead>
<tr>
<th>School</th>
<th>Female</th>
<th>Male</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Area 1</td>
<td>32.25%</td>
<td>22.82%</td>
<td>36.84%</td>
<td>21.26%</td>
<td>13.65%</td>
<td>27.18%</td>
<td>39.13%</td>
<td>14.29%</td>
<td>10.41%</td>
</tr>
<tr>
<td>Area 2</td>
<td>15.60%</td>
<td>19.79%</td>
<td>36.34%</td>
<td>8.76%</td>
<td>16.06%</td>
<td>18.66%</td>
<td>39.13%</td>
<td>23.21%</td>
<td>28.05%</td>
</tr>
<tr>
<td>Area 3</td>
<td>9.46%</td>
<td>19.65%</td>
<td>15.79%</td>
<td>52.17%</td>
<td>36.95%</td>
<td>13.21%</td>
<td>34.52%</td>
<td>20.81%</td>
<td>46.08%</td>
</tr>
<tr>
<td>Area 4</td>
<td>13.42%</td>
<td>13.44%</td>
<td>5.31%</td>
<td>7.23%</td>
<td>16.20%</td>
<td>4.35%</td>
<td>17.86%</td>
<td>8.14%</td>
<td>8.14%</td>
</tr>
<tr>
<td>Area 5</td>
<td>23.15%</td>
<td>20.37%</td>
<td>5.26%</td>
<td>13.04%</td>
<td>14.66%</td>
<td>22.25%</td>
<td>13.44%</td>
<td>19.91%</td>
<td>44.44%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Total Suspensions: 4,703

- **Area 1**: 1,176 (25.05%)
- **Area 2**: 883 (16.76%)
- **Area 3**: 911 (17.24%)
- **Area 4**: 632 (13.44%)
- **Area 5**: 669 (21.03%)
# Health and Wellness: Area Profiles

<table>
<thead>
<tr>
<th>Health Concerns</th>
<th>Area 1 Students</th>
<th>Area 2 Students</th>
<th>Area 3 Students</th>
<th>Area 4 Students</th>
<th>Area 5 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergies</td>
<td>544</td>
<td>513</td>
<td>1041</td>
<td>285</td>
<td>435</td>
</tr>
<tr>
<td>Asthma/Pulmonary/TB</td>
<td>631</td>
<td>716</td>
<td>1040</td>
<td>280</td>
<td>677</td>
</tr>
<tr>
<td>Diabetes I and II</td>
<td>17</td>
<td>19</td>
<td>28</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Diastat Medication</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Hearing</td>
<td>37</td>
<td>40</td>
<td>46</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Medication (Prescription/OTC)</td>
<td>322</td>
<td>483</td>
<td>934</td>
<td>143</td>
<td>348</td>
</tr>
<tr>
<td>Mental Health (Anxiety, Depression, ADD, ADHD)</td>
<td>159</td>
<td>337</td>
<td>610</td>
<td>158</td>
<td>285</td>
</tr>
<tr>
<td>Migraines</td>
<td>121</td>
<td>140</td>
<td>223</td>
<td>90</td>
<td>119</td>
</tr>
<tr>
<td>Seizures</td>
<td>44</td>
<td>57</td>
<td>73</td>
<td>36</td>
<td>46</td>
</tr>
<tr>
<td>Vision</td>
<td>170</td>
<td>217</td>
<td>398</td>
<td>352</td>
<td>240</td>
</tr>
<tr>
<td>Cancer</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Cardiac (including Hypertension)</td>
<td>29</td>
<td>38</td>
<td>43</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Kidney</td>
<td>9</td>
<td>3</td>
<td>13</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Gastrointestinal (incl. liver and pancreas)</td>
<td>20</td>
<td>30</td>
<td>21</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Endocrine Disorders</td>
<td>7</td>
<td>11</td>
<td>17</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>
ADVISORY AND IMPLEMENTATION GROUPS

- Equity Roundtable
- Equity Steering Committee
- Culture and Climate Committee
EDUCATIONAL EQUITY:

The educational policies, practices, and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational access and opportunities and ensure historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth.
LCAP GOAL 2

Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.
THE EQUITY PLAN

- Access and Opportunity
- Meaningful Delivery of Services
- Structural and Systemic
- Year One: BRINGING EQUITY INTO FOCUS
- Year Two: LEADING AND WORKING TOWARD EQUITY
- Year Three: EXCELLENCE THROUGH EQUITY
- Year Four: COLLECTIVE UNDERSTANDING AND COHERENCE
THE CULTURE AND CLIMATE PLAN

- **Four Essential Components**
  - Teaching and Learning
  - Safety and Security
  - *Relationships*
  - *Environment*

- Facilitates the Development of a **Positive Transformational Culture and Climate** by:
  - Supporting Feelings of Social, Emotional, and Physical Safety
  - Engaging and Respecting Each Individual
  - Collaborating and Collectively Working Together
  - Modeling and Nurturing

National School Climate Council, 2007
Evolving Menu of Supports and Services

- Community Building
- Relationships and Connections
- Preventive Services
- Self-care, Mental and Physical Health
- Re-entry Supports and Student Discipline
- Trauma Sensitive Schools (staff and students)
- Mediation and Conflict Resolution (staff and students)
- Equity-based Professional Development and Training
- Community Responsive Supports and Training
- Identify and Highlight Exemplary District Programs
- Collaborative Partnerships with Community Based Organizations
- Equity and Climate Assessments
- Student Articulation
- Community/Cultural Proficiency
SCHEDULED TRAININGS AND SUPPORTS

- National Conflict Resolution Center
  - Mediation Training
  - The Art of Inclusive Communication
  - The Exchange
- International Institute of Restorative Practices Training
- National Equity Project
- Equity Series - Culturally Courageous Conversations
- Restorative Practices – District Staff
- Site-specific Culture, Climate, Equity Training
- SDCOE and SUHSD Restorative Practices Training
- Creating Trauma Sensitive Schools
- San Diego State University
  - School Leadership Teams
- SUHSD Mental Health Center
- Bluewater Association
- Student Services Through an Equity Lens
  - Restorative Practices
  - LGBTQ
  - Trauma Sensitive Schools
  - CSEC\Human Trafficking
  - TBD
- Equity and Climate Walks
- Tariq Khamisa Foundation
- Jeff Duncan Andrade
ASSSESSMENTS, AUDITS, AND METRICS

- Educational Equity and Systemic Coherence
  - Equity Walks
  - Teacher Quality Equity
  - Programmatic Equity
  - Achievement Equity

- Sustainable and Positive Culture\Climate
  - Culture and Climate Walks
  - Relationships
  - Environment
  - Teaching and Learning
  - Safety and Security
  - Student Surveys and Focus Groups
“There is a constant struggle between good and evil in the world. It is up to good people to choose the right side.”

Nelson Mandela