

**Eureka City Schools  
Diversity, Equity and Inclusion Audit  
February 2023**





**Eureka City  
Schools**

**Fred Van Vleck, Ed.D., Superintendent**

***Office of the Superintendent***

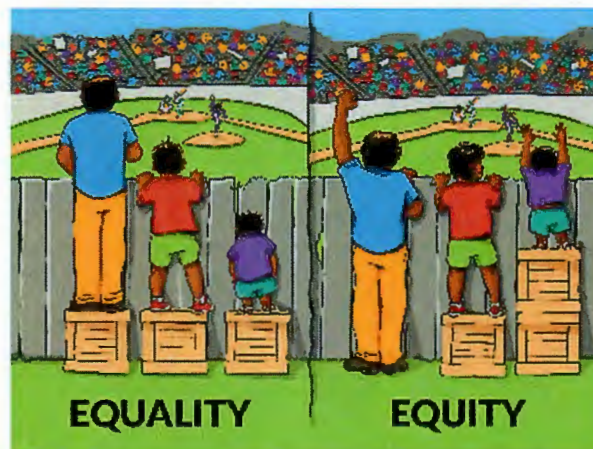
2100 J Street | Eureka, CA 95501

March 9, 2023

Dear Parents, Staff and Community,

In Eureka City Schools, the work we do is guided by the Board of Trustees. The Board of Trustees provides the “what” of everything we do, and staff provides the “how.” The “what” of our District is driven by our Strategic Plan and the priorities the Board has chosen for staff to focus time and resources.

To implement the priorities of the District, there needs to be equitable support for all students, as Eureka City Schools is the most diverse school District in Humboldt County. The word “equitable” is defined by Dictionary.com as “something that is fair and just.” This does not necessarily mean everyone will be treated equally, as is shown in the image below:



(Photo Credit - Artist: Angus Maguire)

Eureka City Schools is proud to support Diversity, Equity, Inclusion, and Belonging (DEIB) in the District and at our school sites. We believe we are the first school district in Humboldt County to embark on a self-prescribed external audit of our work in DEIB. The Board of Trustees is dedicated and enthusiastic about improving equitable access in our schools. In November 2018, we developed and adopted our District Equity Policy. As part of our journey to realizing this policy, we believe it is important to develop a benchmark to note where we are in our journey to best serve students. The DEIB investigatory work

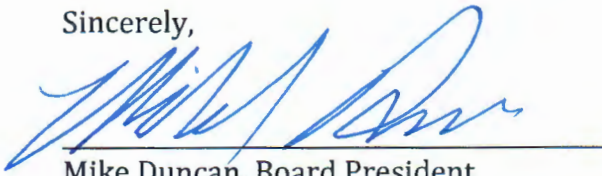
included in this report was requested by the Board and is supported by District Administration. The results will help determine what work we are doing well and what work we still need to do to create a better learning environment for all students.

The Prismatic Group was selected by the Board to do the work of assessing where we are in our journey of DEIB. Last spring, the District put out a request for proposals and Prismatic Group was selected. We are pleased with the work they have done over the past six months to independently help us understand where we are in our journey. One of the benefits of the Prismatic Group is that they also provide suggested paths for improvement, showing where growth is needed.

Now that we know where we need to grow, the true work begins. This growth work will be guided by a DEIB Advisory Committee. This group will help us identify where to prioritize our work and help provide an assessment of our growth.

We are committed to consistent growth moving forward. We recognize that all means all! We look forward to realizing the potential of all our students and the impact the implementation of the recommendations from the Advisory Committee will have on student learning. This work, combined with our Strategic Plan and the Portrait of a Graduate project, will provide direction on creating a better environment for all.

Sincerely,



Mike Duncan, Board President  
Eureka City Schools Governing Board



Fred Van Vleck, Ed.D., Superintendent  
Eureka City Schools



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# Chapter 1

## Introduction

In April 2022, Eureka City Schools (ECS) contracted with Prismatic Services to complete an equity and inclusion audit. As detailed in the district's Request for Proposals, the goals were to:

- ◆ *Review targeted intervention supports for academic, social-emotional, and behavioral needs. Identify strengths, challenges, opportunities, and effectiveness.*
- ◆ *Review ECS policies and practices.*
- ◆ *Assess financial resources distributed across the district.*
- ◆ *Identify current strategies and practices that promote equity or create inequity, and assess their presence in our systems. Assess the leadership team's readiness to address institutional racism and equity.*
- ◆ *Review professional development offerings related to equity, diversity, and creating schools free of bias, prejudice, and discrimination.*
- ◆ *Provide a detailed analysis of district data relative to student academic performance, enrollment based on tracking, discipline, achievement, attendance, social-emotional needs, involvement in extracurricular activities, special education services, and English Learner classification.*
- ◆ *Review current efforts to recruit and retain staff of color.*
- ◆ *Review the curriculum to ensure it is fully representative of our community.*
- ◆ *Review practices and supports to increase student representation in advanced classes or programming.*
- ◆ *Review pedagogical approaches and beliefs among teachers and how implicit bias manifests in practice.*
- ◆ *Review family and community engagement practices and provide recommendations on strategies for creating a safe and welcoming environment for families of color.*

This report is provided in fulfillment of Prismatic's contract. It is important to note that the district voluntarily undertook this work, wanting an independent assessment of its recent and current efforts to provide a work and learning environment that supports diversity, equity, and inclusion (DEI).

## Student Profile

ECS is a racially/ethnically diverse district with an enrollment of ~3,600 students. Enrollment has been declining slightly in recent years, from 3,643 in 2018 to 3,580 in 2022.

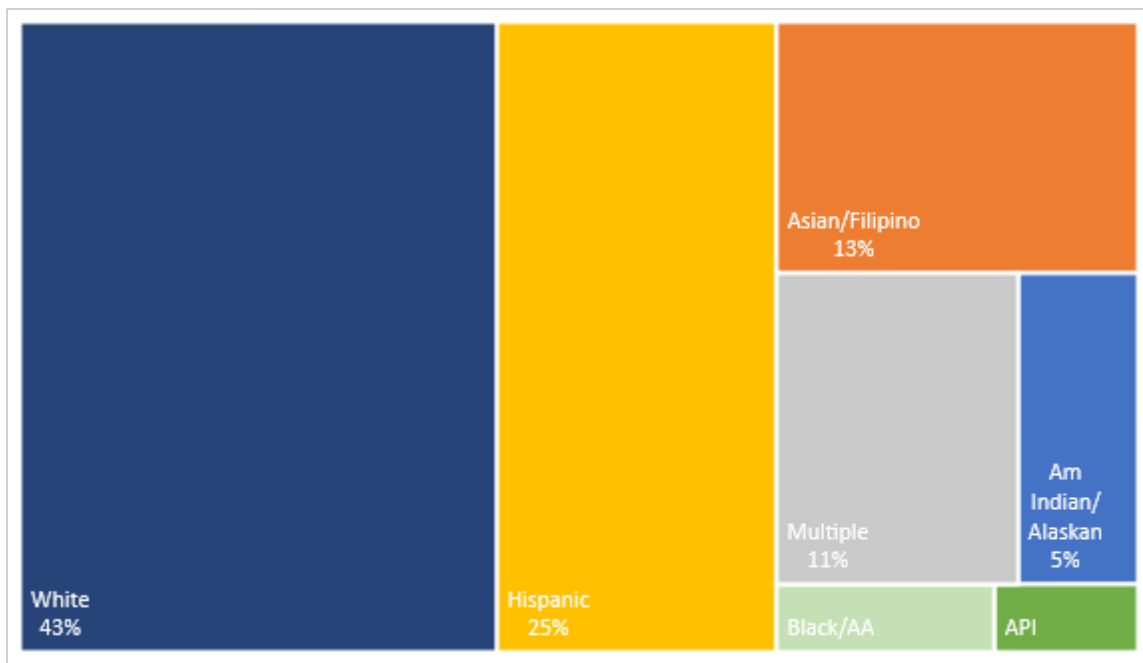
**Exhibit 1-1**  
**5 Year Fall Enrollment Comparison**

	2018-19	2019-20	2020-21	2021-22	2022-23	Change
ECS	3,643	3,674	3,540	3,619	3,580	-1.7%
Humboldt Co	18,142	18,085	17,624	17,578	17,527	-3.4%

Source: Eureka City Schools, 2023

In 2022, 43% of students identified as White. This was a slight decline from 2018, when students identifying as White comprised 47% of the population. The second-most prevalent group was Hispanic students at 25% (Exhibit 1-1).

**Exhibit 1-2**  
**ECS Student Population, 2022**



Source: Eureka City Schools, 2022

ECS students also come from a variety of backgrounds. In 2022:

- ◆ 71% were economically disadvantaged
- ◆ 25% were English language learners
- ◆ 16% were identified as having special needs
- ◆ 5% were identified as homeless

The district is comprised of nine schools: two high schools, two middle schools, four elementary schools, and an early childhood center.

## Equity Policy

Of particular note for this audit, ECS adopted a policy on equity in 2018 (Exhibit 1-2).

### Exhibit 1-3 ECS Policy on Equity

The Board of Education believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions.
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.
3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities.
4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students.
5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups.
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need.
7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community.

8. Providing district staff with ongoing, research-based, professional learning and professional development on culturally responsive instructional practices.
9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators.

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

*Source: Eureka City Schools, 2022.*



## Audit Approach

Prismatic used a 19-step work plan to complete the review of the district’s current equity and inclusion efforts.

Task	Activity
1	Initiate Project
2	Conduct online electronic surveys/assessments of students, parents, and staff
3	Conduct focus groups and interviews
4	Review targeted intervention supports and identify strengths, challenges, and opportunities in the district’s SPED program
5	Review Eureka City Schools’ policies and procedures and employee and student handbooks
6	Disaggregation of data received from the district through the request for data procedures (see Task 1 above)
7	Analyze and assess distribution of financial resources within the district
8	Assess Teacher Quality Equity Assess Programmatic Equity Assess Achievement Equity
9	Conduct empathy interviews with random students, parents, and teachers Assess extent of racial, ethnic, and economic segregation Review professional development offerings and strategies related to equity, diversity, bias, prejudice, and discrimination
10	Develop preliminary findings
11	Present preliminary findings
12	Assess HR efforts and practices in recruiting, hiring, onboarding, placing, evaluating diverse/minority teachers as well as efforts at retention and reducing teacher turnover rates
13	Identify national best practices in developing and maintaining culturally and ethnically diverse faculty and staff
14	Curriculum review – part of Task 8
15	Advanced Classes – part of Task 8
16	Pedagogical approaches and beliefs among teachers – part of Task 9
17	Review current family and community engagement practices
18	Sharing draft of Final Report and overview of recommendation
19	Final written report of overall project to include findings, commendations, recommendations, and suggested best practices; presentation to the ECS Board

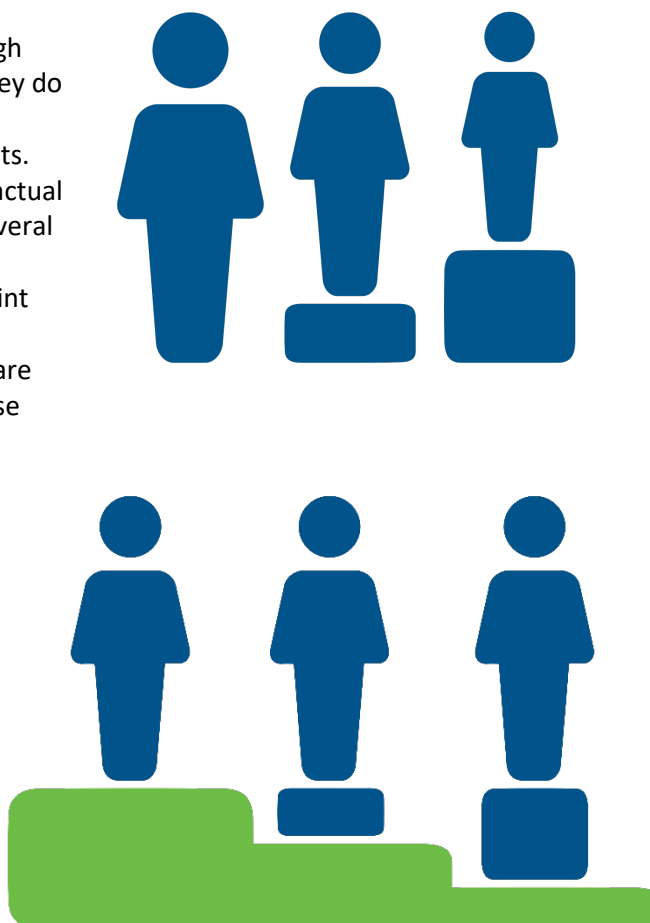
In completing this work plan, Prismatic:

- ◆ collected and analyzed data provided by ECS and publicly available data from DataQuest, the California Department of Education interactive data portal website.
- ◆ collected and analyzed the district’s use of financial resources.
- ◆ analyzed district data: student achievement, course enrollments (focusing on over/underrepresentation in remedial and advanced classes), attendance, discipline, extracurriculars, special education services, and English Language Learners (ELL).

- ◆ collected and analyzed online surveys made available to all ECS staff, parents (provided in English, Spanish, and Hmong), community members, and secondary students. The results of these surveys are provided in **Appendices A-C**.
- ◆ conducted 17 individual in-person and virtual interviews with district staff and other interested parties. A complete list of individuals interviewed is in **Appendix D**.
- ◆ conducted 11 focus groups with principals, teachers, counselors, students, and community partners. These groups are also identified in **Appendix D**.
- ◆ completed onsite reviews of all ECS school facilities as part of assessing Resource Equity.
- ◆ analyzed ECS equity and inclusion efforts using a research-based framework.

## What is Equity? What is Inclusion?

Many people are unaware of the difference between “equality” and “equity” in the education realm. Although equality and equity are related and complementary, they do not have the same meaning or convey the same ideas. *Equality* is about dividing resources in matching amounts. *Equity* focuses on dividing resources proportionally to actual needs. The common visual reference for equity is of several students needing varying supports to see over a fence. However, that example of equity misses the deeper point that it is not because some children are in some way “shorter” than other children that additional supports are needed. Rather, additional supports are needed because many students arrive at school well downslope from other students. *Equity* is about truly creating a level learning field. *Equity* is about targeting resources based on individual students’ needs and circumstances – including differentiated funding and support structures as well as respecting students’ voices, their families, and their communities. In an equitable educational system, *personal and social identifiers* such as race, gender, ethnicity, language, disability, sexual orientation, family background and/or income are not obstacles to accessing educational opportunities. Further, the circumstances into which children are born do not predict their access to the resources and the educational rigor necessary for success.



In the traditional view of education, *inclusion* identifies an educational model or practice whereby students with special needs are fully integrated into general education classrooms at a school. Requirements of the *Individuals with Disabilities in Education Act* (IDEA) mandates that students who get special education services should learn in the “least restrictive environment,” that they are “included” in the regular classroom environment as much as possible. Today, *inclusion* has taken on a more expansive meaning. Inclusion in practice means honoring the great diversity of backgrounds that exist in nearly every classroom and working to ensure that teachers’ practices do not exclude any students from the benefits of academic rigor. Research has shown that students and teachers alike perform better in diverse classrooms. *Teaching for inclusion* embraces diversity. *Teaching for equity* allows the differences to transform the way people think, teach, learn, and act such that all experiences and ways of being are handled with fairness and justice. These ideas complement each other and enhance educational opportunities for all students when simultaneously engaged.

Examining both inputs and outcomes is essential for accurately evaluating equity and inclusion in education. *Inputs* such as the distribution of funds, access to high-quality teachers, rigorous curriculum and coursework, support services, supportive school climates, and extracurricular opportunities all play a role in contributing to educational equity. Outcomes such as achievement and attainment rates,

graduation rates, suspension rates, access to social capital, post-secondary enrollment and completion, and access to good paying careers are all measures of equity.

## Prismatic Framework for Assessing District Diversity, Equity, and Inclusion

The Prismatic Framework for assessing a school district's efforts in diversity, equity, and inclusion (DEI) was built from decades of experience on the ground, working in and consulting for hundreds of school districts. It has foundations in the work of Skrla<sup>1</sup> and Poston.<sup>2</sup>

### Prismatic DEI Framework

Component	Key Principles
<b>Framework Equity</b>	<ul style="list-style-type: none"> <li>◆ Discipline disproportionality should not exist.</li> <li>◆ Teachers should be provided with supervision and support based on their individual needs.</li> <li>◆ Principals should be provided with supervision and support based on their individual needs.</li> <li>◆ Great leaders should be assigned to the most challenging schools.</li> <li>◆ Policies and practices should discourage racism and promote inclusion.</li> <li>◆ Hiring practices should support the ideal that teacher demographics reflect student demographics.</li> <li>◆ Human resources policies and practices should support diversity as a positive aspiration.</li> </ul>
<b>Teacher Quality Equity</b>	<ul style="list-style-type: none"> <li>◆ Across schools and course types, great teachers should be equally available to all students.</li> <li>◆ Across schools and course types, class sizes should be similar.</li> <li>◆ Teachers should demonstrate cultural competency and embrace diversity.</li> <li>◆ Staff positions that support teaching and learning, such as nurses, counselors, and librarians, should be allocated equitably across schools.</li> </ul>
<b>Programmatic Equity</b>	<ul style="list-style-type: none"> <li>◆ Across schools, instructional time allocations should not negatively impact opportunities for all students.</li> <li>◆ Coursework should reflect cultural relevance and be fully representative of the community.</li> <li>◆ All students should have equal potential access to accelerated coursework.</li> <li>◆ All students should have the same opportunities for career and college activities.</li> <li>◆ Resources should be allocated on the basis of specific student needs.</li> </ul>
<b>Resource Equity</b>	<ul style="list-style-type: none"> <li>◆ The budgeting process should consider school-level needs to support equity efforts, not solely single-figure per-student funding.</li> <li>◆ All parents should have true opportunities to engage in their child's education, as their child's first and most important teacher.</li> </ul>

<sup>1</sup> Skrla, L. (2009). *Using equity audits to create equitable and excellent schools*. Corwin.

<sup>2</sup> Poston, W. (1992). The equity audit in school reform: Building a theory for institutional research. *Institutional Journal of Educational Reform*, 1 (3), 235-241.

Component	Key Principles
	<ul style="list-style-type: none"> <li>◆ Schools should communicate with families in the primary language spoken by the family.</li> <li>◆ Schools should communicate regularly with families via multiple methods.</li> <li>◆ Facilities, equipment, and materials should be equitable across schools in the district.</li> </ul>
<b>Achievement Equity</b>	<ul style="list-style-type: none"> <li>◆ The district’s positive efforts in the first five equity areas should be reflected in no significant difference in academic achievement among students disaggregated by race/ethnicity, gender, socioeconomic status, disability, and English language proficiency.</li> <li>◆ Where differences in disaggregated student achievement exist, the district should annually review results and make adjustments in the first five equity areas.</li> </ul>

The Prismatic DEI Framework was used in reviewing ECS for this audit. The next five chapters of this report cover the components in sequence. Prismatic writes DEI audits in a “findings format.” While all of the DEI Framework components and key principles are assessed in the audit, only those where there is a finding are discussed. Findings occur when the team has found either something in need of improvement or something worthy of a commendation. Using the findings format helps to keep reporting concise. The last chapter of this report summarizes all the findings.

# Chapter 2

## Framework Equity

This chapter addresses framework equity of Eureka City Schools in the following sections:

- A. Student Management Practices
- B. Administrative and Supervisory Practices

Framework equity explores support structures around the classroom. Promotion/retention practices and demographic distribution are also part of framework equity, but the consulting team had no findings in those areas. Prismatic consultants explored these kinds of questions in assessing framework equity:

<b>Student Management Practices</b>	<ul style="list-style-type: none"> <li>◆ What is the district's official code of conduct? What do teachers say is the practiced code of conduct?</li> <li>◆ Are economically disadvantaged or non-White students overrepresented in discipline data? Does the district analyze discipline data by referring teacher? By student type? By school?</li> <li>◆ Are programs in place to address any underlying student issues that are not easily accessible/affordable for all families?</li> </ul>
<b>Administrative and Supervisory Practices</b>	<ul style="list-style-type: none"> <li>◆ Are teachers and principals provided with varying levels of supervision and support, based on their needs?</li> <li>◆ Are the best teachers and principals assigned to schools/classes with the highest-need students?</li> <li>◆ Are processes in place across all schools for leadership to address racism and equity?</li> <li>◆ Are there district policies/practices that promote equity?</li> <li>◆ Are there district policies/practices that create inequity?</li> <li>◆ Do the race and ethnicity demographics of teachers mirror those of students? Are recruitment structures in place to recruit and hire a diverse workforce? Can bias be identified through hiring practices?</li> <li>◆ Does the district's evaluation process show differing outcomes by teacher race/ethnicity? Does the district's evaluation process show differing outcomes by remedial/advanced course?</li> </ul>
<b>Promotion and Retention Practices</b>	<ul style="list-style-type: none"> <li>◆ What are the district's promotion/retention policies? On their face, do the policies appear to be equitable? Is there evidence that promotion/retention policies are applied consistently?</li> <li>◆ Are economically disadvantaged or non-White students overrepresented in retention data?</li> </ul>
<b>Demographic Distribution</b>	<ul style="list-style-type: none"> <li>◆ How are racial/ethnic groups of students distributed across schools? Is one race/ethnic group concentrated at one school?</li> </ul>

Framework equity covered these areas of the ECS RFP:

- ◆ *Provide a detailed analysis of district data relative to student enrollment based on tracking, discipline, attendance, social-emotional needs, and involvement in extracurricular activities. Disaggregate the data by race/ethnicity, gender, socioeconomic status, disability, and English language proficiency.*
- ◆ *Assess the leadership team’s readiness to address institutional racism and equity.*
- ◆ *Review of ECS policies and practices.*
- ◆ *Identify current strategies and practices that promote equity or create inequity and assess their presence in our systems.*
- ◆ *Review professional development offerings related to equity, diversity, and creating schools free of bias, prejudice, and discrimination.*



## Section A

### Student Management Practices

Student management practices include the written code of conduct, the enforced code of conduct, and the classroom behavior expectations of individual teachers. These areas are typically of concern in an equity audit because research in a variety of contexts across U.S. schools has shown that, absent intentional efforts to address underlying bias and poor policies, non-White students are frequently disproportionately represented in suspensions and expulsions. Poor student management practices can also lead to a school culture in which students feel unsafe. The 2019 national CDC survey of youth found that 8.9% of students missed school because of safety concerns. Another 7.4% reported they had been threatened or injured with a weapon while at school.<sup>1</sup>

Since a 2015 settlement of a discrimination case, ECS has focused on student suspensions and expulsions through an equity lens. One report from 2018 reported specifically on “risk ratios.” The federal Office of Civil Rights (OCR) risk ratio provides a measure of the level of discipline disproportionality. The OCR risk ratio indicates the probability of suspension for one subgroup compared to all other subgroups. A risk ratio of 1.0 indicates that the subgroup has an equal risk of being given a suspension as all the other subgroups, while a risk ratio of 0.50 indicates the subgroup is half as likely to receive a suspension as all other subgroups. The simple way to think of a risk ratio is that if a particular ethnic group comprises 10% of the student body, they should also receive approximately 10% of the discipline outcomes (suspensions, expulsions, etc.). In 2018, ECS had these risk ratios for suspensions:

- ◆ Native American – 1.6 (meaning that a Native American student was 1.6 times more likely to be suspended than the rest of the student body)
- ◆ Asian/Pacific Islander – 0.1
- ◆ Black/African American - 1.9
- ◆ White – 1.2
- ◆ Multiracial – 1.6
- ◆ Hispanic – 0.7

Looking at the number of days of suspension (in-school or out-of-school) by ethnicity from 2017-18 through 2021-22, and specifically the most recent year, 2021-22, the distribution of suspension days compared to student body ethnicity is fairly consistent with two exceptions. Asian/Pacific Islander and Hispanic students had fewer suspension days than one might expect based on their enrollment and Black/African American and Multiracial students had more suspension days than one might expect (Exhibit 2-1).

<sup>1</sup> [https://www.cdc.gov/healthyyouth/data/yrbs/yrbs\\_data\\_summary\\_and\\_trends.htm#anchor\\_1612892654](https://www.cdc.gov/healthyyouth/data/yrbs/yrbs_data_summary_and_trends.htm#anchor_1612892654)

**Exhibit 2-1**  
**Percentage of Total Days of Suspension Compared to Student Enrollment by Ethnicity**

	2018-2022	2018-2022 Enrollment	2021-22	2021-22 Enrollment
American Indian/Alaskan Native	5%	6%	4%	5%
Asian/Filipino	1%	11%	1%	13%
Black/African American	4%	2%	2%	2%
Hispanic	16%	25%	12%	25%
Multiracial	30%	10%	48%	11%
Nat Hawaiian/Other Pacific Islander	0%	1%	0%	1%
White	45%	45%	33%	43%

*Source: Eureka City Schools, 2022*

Exhibit 2-2 provides the 2021-22 risk ratios for suspensions. Students identified as multiracial or Black have risk ratios that exceed 1.0, meaning they are more likely to be suspended than their share of the population would indicate. The nearly 400 ECS multiracial students were 8.5 times as likely to be suspended as students of other ethnicities.

**Exhibit 2-2**  
**2021-22 Suspension Risk Ratios**

	# Students Suspended	Risk Ratio
American Indian/Alaskan Native	23	0.6
Asian/Filipino	4	0.0
Black/African American	21	1.5
Hispanic	1	0.4
Multiracial	83	8.5
Nat Hawaiian/Other Pacific Islander	3	0.3
White	203	0.6

*Source: Eureka City Schools, 2022*

## **FINDING 2-1**

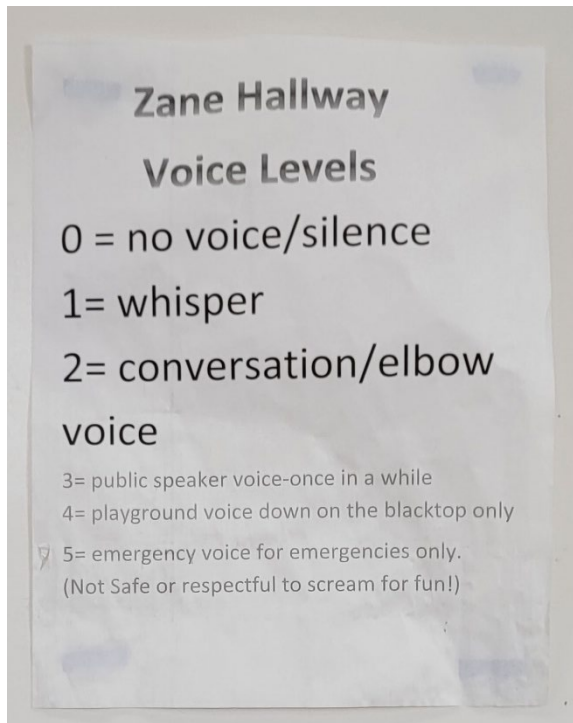
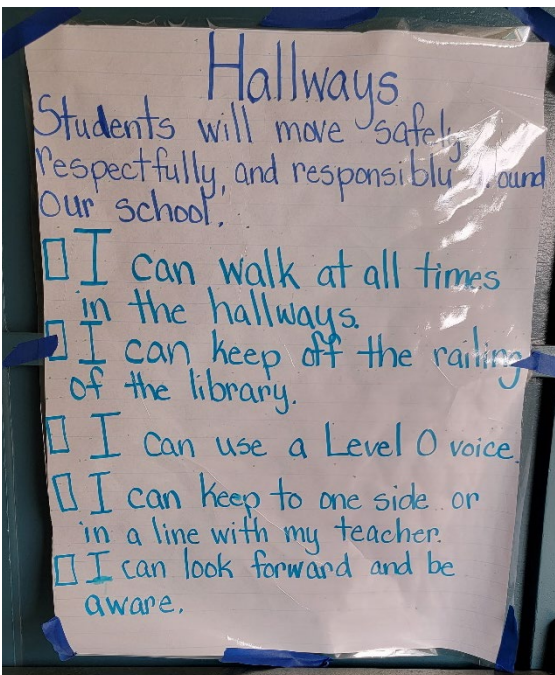
Among staff and secondary students, there was general consensus that the district has implemented consistent student behavior expectations using Positive Behavioral Interventions and Support (PBIS) and some restorative practice principles. “Safe, respectful, and responsible” was heard and seen frequently in district schools and communications. At the high school, all students view a presentation twice a year on behavior expectations.

PBIS is a systemic approach to teaching and managing behavior in schools. Among other elements, it provides a common language across classrooms and campuses as to what behaviors are expected, how good behavior is rewarded, and how poor behavior is handled. It frequently includes guidelines as to how much movement is expected of students and how loud a student should be during various activities. PBIS also includes the explicit teaching of expectations and behavior skills so that students do not have to guess or infer what the appropriate behavior is during an activity.

In focus groups and interviews, senior-level school-based staff were quick to note that PBIS and restorative practices were implemented districtwide. They noted that “safe, respectful, and responsible” should be heard throughout the district and that they feel it is regularly emphasized with all students.

The consulting team found evidence of the regular use of PBIS during the ECS school site visits. Teachers were observed using PBIS language and classroom management techniques. Behavior expectations were posted in various places (Exhibit 2-3).

**Exhibit 2-3**  
**Samples of PBIS Usage in ECS Schools**



Source: Prismatic, 2022

In focus groups, middle and high school students indicated that student behavior expectations were fairly consistent within and among the schools. They did not necessarily articulate the expectations as being part of PBIS, but they did acknowledge the presence of a system. Several noted the restorative practices were also in use in their schools.

PBIS is an evidence-based, tiered framework. Research indicates that when PBIS is implemented with fidelity, students experience greater academic success and school climates are improved.<sup>2</sup> ECS has monitored its implementation of PBIS through the annual assessments using the school-level Tiered Fidelity Inventory (TFI) tool and the most recent results on that tool are largely positive (Exhibit 2-4, a higher score is better).

**Exhibit 2-4**  
**TFI Results, 2021-22**

School	Tier 1	Tier 2	Tier 3	Total
Alice Burney ES	22	22	33	77
Grant ES	30	24	32	86
Lafayette ES	26	20	32	78
Washington ES	28	26	31	85
Winship MS	22	18	22	62
Zane MS	28	23	31	82
Eureka HS	29	26	27	82
Zoe Barnum HS	28	23	30	81

*Source: Eureka City Schools, 2022*

## COMMENDATION

**ECS has worked to promote consistent student behavior expectations across all of its schools through the implementation of PBIS and restorative practices.**

## FINDING 2-2

Although the district has previously invested in PBIS use and still promotes the PBIS framework, it has not ensured that new teachers understand how PBIS should work. As a result, the district no longer has assurances that all teachers are implementing PBIS with fidelity.

PBIS and restorative practices were implemented as part of the district's 2015 settlement over a discrimination case. All interviewed staff who were in the district prior to 2015 indicated that a great deal of PBIS training was provided to staff in the several years after the settlement. Many interviewees pointed to the implementation of PBIS/restorative practices as a "fundamental change" for the district, one that "changed the culture in the schools." One noted that in the response to the 2015 settlement, the district did "extensive" work in changing the philosophy of discipline, moving away from seeing the student as the problem and instead seeing it as a problem of communication. District records indicate that the last explicit trainings on PBIS occurred in 2018, coinciding with the end of a professional development contract tied to the 2015 settlement.

<sup>2</sup> <https://www.pbis.org/pbis/what-is-pbis>

Thus, ECS has not maintained its investment in PBIS through regular training since 2018. New teachers are not required to complete explicit PBIS training. In a focus group, one new teacher noted that she was “handed a binder” about PBIS but nothing more. Another teacher had to borrow a notebook on PBIS and was told she could not take it home, so she made a copy of it. Some mentioned a 30-minute session of training offered as part of new employee orientation that should have been one hour, but new teachers did not report that it was sufficient to actually implement PBIS. Likewise, support staff who regularly interact with students have received almost no PBIS training.

In a focus group with the elementary principals, only three of the four would agree that they are still “PBIS schools.” The fourth had lost the members of its PBIS team and new ones have not been trained to take up PBIS duties. Elementary principals and other district administrators noted the lack of consistent PBIS training. Administrators also noted that ECS has largely fallen down in the provision of Tier 2 and 3 supports that should be included in a full implementation of PBIS.

Cracks in PBIS implementation fidelity are evident in the survey responses of staff, parents, and secondary students (Exhibit 2-5). While not a majority of any of the respondent groups agreed with the applicable survey statements, effective PBIS implementation should result in negligible rates of perceived discipline inequities and teacher favoritism.

**Exhibit 2-5**  
**ECS Survey Responses Related to Student Discipline**

<b>Survey Statement</b>	<b>Respondent Group</b>	<b>Percent Strongly Agreed + Percent Agreed</b>
Some types of students seem to be subjected to harsher discipline than others in this district.	Administrators	13%
	Classroom Teachers	23%
	Other Certified Staff	33%
	Classified Staff	23%
My child has complained that their school disciplines some types of students more harshly than others.	Parents of Elementary Students	14%
	Parents of Middle/High Students	28%
Some of my teachers treat some students differently from other students or play favorites.	Eureka High School Students	35%
	Zoe Barnum High School Students <sup>3</sup>	25%
	Winship Middle School Students	35%
	Zane Middle School Students	42%

Source: Prismatic Surveys, 2022.

While most ECS schools reported high TFI scores for 2021-22, it should be noted that TFI scores are a self-assessment. They do not require student input. Depending on how a school chooses to complete the TFI, it could represent that assessment of just one staff member.

<sup>3</sup> This school had a low number of survey responses, so results should be viewed with caution.

In any organization, some staff turnover is inevitable. Unfortunately, few school districts adequately onboard new staff. According to best practices in onboarding as outlined by the Society for Human Resource Management, effective onboarding encompasses “Four C’s:

- ◆ *Compliance is the lowest level and includes teaching employees basic legal and policy-related rules and regulations.*
- ◆ *Clarification refers to ensuring that employees understand their new jobs and all related expectations.*
- ◆ *Culture is a broad category that includes providing employees with a sense of organizational norms - both formal and informal.*
- ◆ *Connection refers to the vital interpersonal relationships and information networks that new employees must establish.<sup>4</sup>*

Ensuring that new ECS staff members understand the intent and proper implementation of PBIS would fall within both the clarification and culture areas.

## RECOMMENDATION

**Provide regular PBIS, restorative practices, and alternatives to suspension training and require all new teachers and classified staff to complete them.**

The district should develop packages of mandatory training for new employees that provide explicit training in PBIS, restorative practices, and alternatives to suspension. The first portion of this training could consist of pre-recorded lessons and assigned readings. The second portion should include discussions with more tenured staff about how PBIS, restorative practices, and alternatives to suspension are implemented in ECS. The third portion, for new teachers only, should be a required discussion between the teacher and their assigned principal, to review the philosophy and research underpinning PBIS and how PBIS is implemented in the assigned school.

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

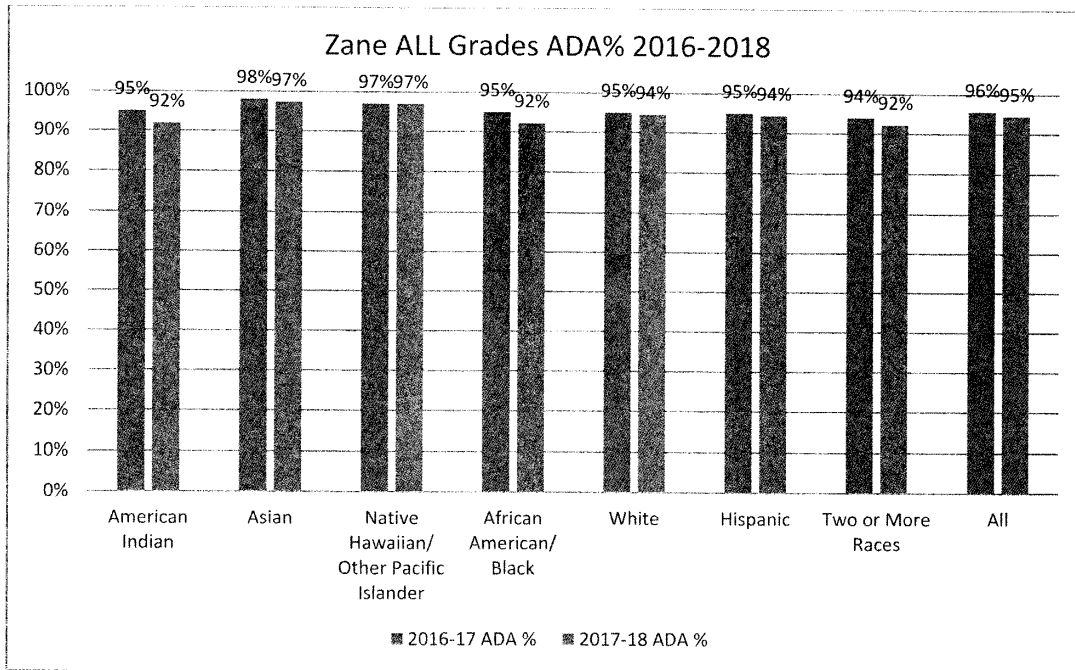
## FINDING 2-3

Despite the availability of disaggregated discipline data in PBIS, teachers and principals report little consistency in regularly reviewing those data, discussing those data, or assessing the need for DEI-focused PD for specific teachers based on those data. This can lead to inequitable discipline practices.

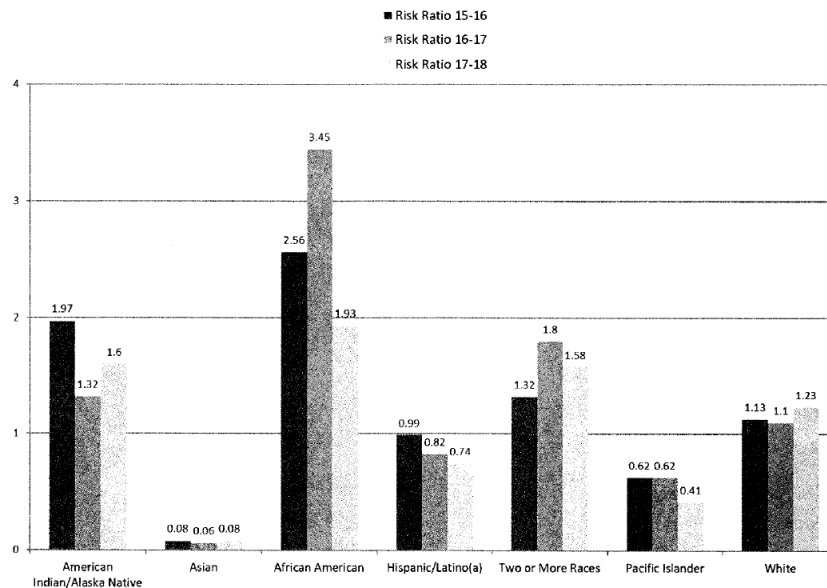
The PBIS system offers a variety of automatic data analyses. Exhibit 2-6 provides a sample ECS PBIS report from 2018. These reports provide the district and individual schools with the ability to review data from a variety of race/ethnicity and other breakdowns.

<sup>4</sup> <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/documents/onboarding-new-employees.pdf>

## Exhibit 2-6 Sample PBIS Reports



### Out-of-School & On Campus Suspensions: Risk Ratios by Race/Ethnicity Eureka City School District, 2017-18



Source: Eureka City Schools, 2022.

These analyses depend upon teachers and administrators regularly documenting student behaviors. Yet, in teacher and principal focus groups, staff noted that regularly entering data into the PBIS system was viewed as “just one more thing” burdening teachers’ plates.

Elementary teachers reported that:

- ◆ The “culture” is PBIS, the question is how much teachers are applying it.
- ◆ Some teachers are not writing up every major discipline incident.
- ◆ There is inconsistent implementation because teachers don’t have a “system” to follow.

ECS principals reported that:

- ◆ They “believe in” PBIS, but that there is a lack of support from the district level for it.
- ◆ Teachers struggle to understand the “why” of inputting data.
- ◆ None regularly use disaggregated data in PBIS that might reveal inequities in discipline due to race/ethnicity, gender, socio-economic status. They reported that they have not been given direction to “look at these data through this lens.”

Most education industry experts acknowledge that school districts are generally well-behind other industries in this area. As noted by Hess and Fullerton (2008):

*Put plainly, it is difficult to manage modern organizations for breakthrough improvement without accurate, timely data and the knowledge and willingness to use them. Yet we see a vacuum in schooling when it comes to collecting crucial data that stretch beyond reading and math scores and auditable enrollment and financial information.*

Hess and Fullerton (2008) also noted, “Developing and tracking appropriate metrics is the starting point in enabling effective management.”

## RECOMMENDATION

### Analyze and use disaggregated discipline data.

ECS is ahead of many districts in that it has a solid PBIS foundation. The next step in addressing inequities in student behavior management is ensuring that teachers understand the importance of entering PBIS data regularly and that principals regularly analyze disaggregated data in PBIS. One strategy that will likely be effective is to have a district-level staff member regularly pull a targeted selection of the available PBIS data and report out the by-school results among all administrators. The consulting team has found that comparing one’s own school data to those of other schools frequently results in improved performance. As recently as 2019, Houston ISD (TX) was using that strategy to help principals focus on and work to improve their student attendance and discipline rates.

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING 2-4

Bullying is a concern for at least some students and adults in the district. Middle school students reported concerns about bullying on social media. Bullied students frequently miss more days of school, and thus miss out on learning. More than one in five ECS employees have witnessed adult bullying in the

past year. Bullied adults are more likely to terminate their employment with the district. Bullying adults, if witnessed by students, do not provide a good role model for behavior.

A 2019 nationwide study by the National Center for Education Statistics found that 32% of students between ages 12-18 report experiencing bullying.<sup>5</sup> The survey responses from ECS parents and students indicate that ECS has a larger bullying problem than the national average. Moreover, substantial proportions of ECS staff report witnessing adult bullying within the district (Exhibit 2-7).

**Exhibit 2-7**  
**ECS Survey Responses Related to Bullying**

<b>Survey Statement</b>	<b>Respondent Group</b>	<b>Percent Strongly Agreed + Percent Agreed</b>
In the last year, I have witnessed district employees bully other district employees.	Administrators	27%
	Classroom Teachers	25%
	Other Certified Staff	40%
	Classified Staff	23%
My child has been subject to bullying by other students this year.	Parents of Elementary Students	39%
	Parents of Middle/High Students	35%
In my school, I have seen students bullying other students this year.	Eureka HS Students	47%
	Zoe Barnum HS Students <sup>6</sup>	31%
	Winship MS Students	42%
	Zane MS Students	44%

*Source: Prismatic Surveys, 2022.*

While not comparable in terms of the specific questions asked, the student responses regarding bullying on the Prismatic survey were slightly higher than similar questions asked on the California Healthy Kids Survey (CHKS) in 2021-22 (Exhibit 2-8). Review of the 2022-23 Healthy Kids Survey data will help determine whether ECS is experiencing a growing bullying problem.

<sup>5</sup> <https://nces.ed.gov/programs/coe/indicator/a10>

<sup>6</sup> This school had a low number of survey responses, so results should be viewed with caution.

**Exhibit 2-8**  
**ECS Survey Responses Related to Student Discipline, 2021-22**

Survey Statement	Respondent Grade	Percent
How safe do you feel when you are at school? (Percent indicating <i>Unsafe</i> + Percent indicating <i>Very Unsafe</i> )	6 <sup>th</sup>	18%
	7 <sup>th</sup>	18%
	9 <sup>th</sup>	9%
	11 <sup>th</sup>	8%
How many times in the past 12 months have you been harassed at school because of race, ethnicity, or national origin? (Percent indicating 1+ times)	6 <sup>th</sup>	21%
	7 <sup>th</sup>	24%
	9 <sup>th</sup>	20%
	11 <sup>th</sup>	15%
How many times in the past 12 months have you been harassed at school because you are gay, lesbian, bisexual or someone thought you were? (Percent indicating 1+ times)	6 <sup>th</sup>	29%
	7 <sup>th</sup>	19%
	9 <sup>th</sup>	16%
	11 <sup>th</sup>	11%
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? (Percent indicating 1-3, 4+ times)	6 <sup>th</sup>	1-3: 29% 4+: 17%
	7 <sup>th</sup>	1-3: 25% 4+: 18%
	9 <sup>th</sup>	1-3: 23% 4+: 8%
	11 <sup>th</sup>	1-3: 18% 4+: 6%

*Source: CalSCHLS System Surveys, 2022.*

In focus groups, middle and high school students had differing reports on bullying. Middle school students at both schools reported instances of bullying and particularly cyberbullying. Students at Winship MS reported social media pages targeting overweight students as well as one that includes photos of students' shoes while in the bathroom. Middle school students also reported the heavy presence of cliques and bullying behaviors between cliques. High school students did not report many instances of cyberbullying and reported low levels of what could be considered "classic" forms of bullying: name calling, shoving in the hallways, etc. However, high school students reported that instead of classic bullying, physical fights occur with some frequency.

In one national research study that followed nearly 400 students from Kindergarten through 12th grade, levels of peer victimization were statistically correlated with lower academic achievement. Students who suffered chronic levels of bullying (24% of the sample) had lower academic achievement, a greater dislike of school, and less confidence in their academic abilities.<sup>7</sup> Among the many barriers to high student achievement that marginalized students face, bullying is one on which district and school efforts can have a strong impact.

<sup>7</sup> <https://www.apa.org/pubs/journals/releases/edu-edu0000177.pdf>

## RECOMMENDATION

### Focus on reducing social media bullying among students and bullying in general among adults.

ECS already has PBIS and restorative practices frameworks in place. A renewed focus on the use of those frameworks and student discussions should help reduce social media bullying. The Second Step curriculum is also already in use in ECS, although secondary students reported uneven and infrequent usage in their classrooms. Second Step has a unit on bullying and some research has found that use of the Second Step curriculum reduces bullying and cyberbullying.<sup>8</sup> Following the on-site work of the team, the board adopted the following metric for Goal 3 in the 2022-23 Strategic Plan: “Elementary and Middle School principals will certify each trimester to the Director of Student Services that classroom teachers followed the Second Step pacing guides and facilitated the Bully Prevention activities in their classrooms.” The district should ensure the required units on bullying prevention in Second Step are taught with fidelity in both middle schools each year.

Other anti-bullying resources include:

- ◆ The Bully Project<sup>9</sup> website has numerous tools to help educators get a handle on bullying in the school and resources to help educate staff, students, and parents about bullying.
- ◆ The U. S. Department of Education provides a comprehensive brochure titled, *Safeguarding Our Children: An Action Guide*,<sup>10</sup> which has information on a range of safety topics, including discussions regarding bullying. Another useful government resource is the [stopbullying.gov](http://stopbullying.gov) website.

Then, the superintendent, district administrators, and principals should convene to discuss strategies to reduce adult bullying. One of the strategies should include the regular assessment (via survey) of current perceptions of adult bullying, so that the district can measure the effectiveness of its efforts.

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## Section B Administrative and Supervisory Practices

In interviews and focus groups, ECS principals, supervisors, and other administrative leaders reported that, based on their needs, they were universally provided with varying levels of supervision and support to be successful in their jobs. They spoke confidently of the ability to ask for and to receive assistance and support from the ECS central office professional, clerical, and support staffs. Staff survey results also indicated that many employees experience a work environment free of fear and disrespect (Exhibit 2-9). The consulting team found no evidence of gender, age, race, or ethnicity bias in hiring, pay, or performance evaluation processes.

<sup>8</sup> [https://www.researchgate.net/publication/304557373\\_Clinical\\_Trial\\_of\\_Second\\_Step\\_Middle\\_School\\_Program\\_Impact\\_on\\_Bullying\\_Cyberbullying\\_Homophobic\\_Teasing\\_and\\_Sexual\\_Harassment\\_Perpetration](https://www.researchgate.net/publication/304557373_Clinical_Trial_of_Second_Step_Middle_School_Program_Impact_on_Bullying_Cyberbullying_Homophobic_Teasing_and_Sexual_Harassment_Perpetration)

<sup>9</sup> The Bully Project available from [www.thebullyproject.com](http://www.thebullyproject.com)

<sup>10</sup> Available at <http://www2.ed.gov/admins/lead/safety/actguide/index.html>

**Exhibit 2-9**  
**ECS Survey Responses Related to Staff Support**

<b>Survey Statement</b>	<b>Respondent Group</b>	<b>Percent Strongly Agreed + Percent Agreed</b>
The district fosters a workplace that allows its employees to be themselves at work without fear.	Administrators	67%
	Classroom Teachers	44%
	Other Certified Staff	60%
	Classified Staff	65%
Principals and other campus administrators here respect individuals and value their differences.	Administrators	100%
	Classroom Teachers	74%
	Other Certified Staff	80%
	Classified Staff	77%

*Source: Prismatic Surveys, 2022.*

### **FINDING 2-5**

Principals beginning their first year in assignment are given mentors from outside the district who were formerly principals. In doing this, the ECS governing board and the superintendent want to ensure that the district's school leaders have all opportunities to be successful in their new roles.

In 2022-23, two recently assigned principals began their mentorship, and a second-year principal is continuing to receive assistance from a mentor. The mentors themselves are selected from a pool of educators whose experience spans all aspects of Pre-K-12 education and at all levels of leadership. Attempts are made to match the previous experiences of the mentor with the strengths, attitudes, attributes, and potential areas of growth of the new principal. The mentor or coach or advisor is available at all times for informal check-ins and urgent situations in addition to regularly scheduled meetings, which usually happen twice a month. ECS principals being mentored reported to the consulting team that the mentoring associations have been helpful and productive.

School principals, as designated decision makers and problem solvers, sometimes find themselves facing serious dilemmas and other significant events that often develop because of their own actions/inactions and lack of skills when addressing complex situations. Having ongoing access to a mentor greatly reduces the stress and uncertainty. A mentor becomes an independent trusted guide and confidant. They encourage by listening, expanding knowledge, offering advice based on experience, and working mutually through complex issues that require long-term visioning and transformative leadership. The new principals gain confidence, a keystone to their success as educational leaders.

### **COMMENDATION**

**Providing its new principals with outside the district mentors with extensive and notable “been there and done that” experience is commendable.**

### **FINDING 2-6**

The ECS policy on equity is not being implemented, monitored, or evaluated to fidelity regarding classroom instruction. Based on classroom observations, it was evident that there are no inclusive

practices for ensuring that all student learners grasp new content material. As a result, students who could benefit from immediate teacher feedback during instruction are being left behind.

In 2018, the ECS school board adopted an equity policy on strategies to promote equity in district programs and activities. During classroom visits, the consulting team looked for evidence of the implementation of board policy via classroom strategies to assess learning among diverse student groups. The consulting team found that teachers infrequently assessed students' knowledge during instruction to determine which students understood and learned the content. Not all students were allowed to share their learning experience or demonstrate comprehension of learning. A singular response tool, such as hand raising, was frequently used to check for understanding.

On the survey, classroom teachers generally indicated that they have not recently attended trainings that might include designing lesson strategies that include all learners (Exhibit 2-10). A large proportion of classroom teachers (43%) indicated that they have not recently attend training that focused on supporting student learning through an equity lens. Half of classroom teachers indicated that they have not recently attended training that focused on teaching students from different backgrounds.

**Exhibit 2-10**  
**ECS Classroom Teacher Survey Responses Related to Training**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Don't Know/ No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I have attended great district training in the past two years that focused on supporting student learning through an equity lens.	4%	22%	31%	33%	10%
I have attended great district training in the past two years that focused on teaching students from a variety of backgrounds, such as different races, ethnicities, cultures or varying economic backgrounds.	5%	11%	34%	38%	12%

*Source: Prismatic Surveys, 2022.*

The professional standards for California's educational leaders have recently been updated the California Performance Standards for Education Leaders (CPSEL) to reflect expectations of leading a culture of equity and diverse student empowerment. Districts that design curricula to meet students' unique and individual needs provide the best-differentiated instruction and decrease the need for interventions.

## **RECOMMENDATION**

### **Encourage teachers to design lessons strategies that include all learners.**

Student academic progress should be constantly monitored and adjusted by checking students' work before they leave the classroom each day. Common strategies to determine understanding include exit tickets, surveys, or written responses. The district should work to develop curricula with the support of the community that includes research-based instructional strategies and provides all student groups with the ability to participate in their learning experience. Exhibit 2-11 provides an example.

## Exhibit 2-11

### Sample Differentiated Instructional Strategies

1st Quarter	8-22-22 to 10-21-22				Q1 # of Days 43
Unit Name, Chapter, Progression	CA Standards w/ Identified focus standards**	Students will be able to...	Instructional Strategies	Assessments/Benchmarks/Interim CAASPP/Resources/IXL Hyperlinks	# Days of instruction
<b>Chapter 3</b> Expressions 3.1 3.2 3.3 3.4 (7.EE.A.1 & 2) Complete	<b>7.EE.A.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.  <b>7.EE.A.2</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	<b>Chapter 3 Learning Target:</b> Understand algebraic expressions.  <ul style="list-style-type: none"> <li>Identify parts of an algebraic expression.</li> <li>Write algebraic expressions.</li> <li>Solve problems using algebraic expressions.</li> <li>Interpret algebraic expressions in real-life problems.</li> </ul> <b>Standards for Mathematical Practice Quarter 1:</b> MP1 MP2 MP6 MP7 MP8  These standards should be considered as you move through the content.	<ul style="list-style-type: none"> <li>Using an interactive notebook, introduce key vocabulary terms for parts of an algebraic expressions: <b>terms, factors, and coefficients</b></li> <li>Have students turn and talk with their neighbor to discuss what an algebraic expression looks like</li> <li>Use a graphic organizer for labeling parts of an algebraic expression</li> <li>For auditory and visual learners, use PowerPoint lessons and YouTube videos on algebraic expressions as an instructional tool</li> <li>Model how to write algebraic expressions on the Promethean Board and identify the parts of expression</li> <li>Practice how to solve algebraic expressions using the Hands-On Equations Kit</li> <li>Independent practice – solve practical problems using algebraic expressions inside your notebook</li> <li>Writing - how do we use algebraic expressions in real life? Create two examples</li> </ul>	<b>Big Ideas Chapter 3 Assessments:</b>  <b>Quizzes:</b> Sections: 3.1 - 3.2 & 3.3 - 3.4  Chapter Tests: Form A & B  Alternative Assessment Ch 3  Performance Task Ch 3  IXL Support Skill Topics: 7th grade: R. Expressions and Properties  Week of 10/24: (Ideally we give the benchmark and have results before our PD day on 11/1)  <b>Benchmark 1-</b> from Big Ideas Math Assessments, for use after chapter 3  <b>CAASPP Interim 1</b> - 7th grade Math, The Number System (FIAB), non-standardized	<b>14 Days</b>  2 2 3 3

Source: California Standards, 7<sup>th</sup> Grade Math Curriculum.

Relevant instructional practices and strategies ECS teachers could use include:

- ◆ Use the Think-Pair-Share model. This strategy is not only engaging, but teachers can listen to the rich conversation of students to identify and clarify common misconceptions, then make informed decisions on the next steps in the instructional model.
- ◆ Include student conferences in small group instruction in literacy and math at both the elementary and secondary levels.
- ◆ Implement the gradual release model (“I do, we do, and you do”) in literacy at all levels. Have the teacher monitor during the “You do” portion of the reading lesson
- ◆ Transition from teacher-led to student-led instruction.
- ◆ Design lessons using effective technology with the Chromebooks – performance tasks, research tasks, writing across the curriculum, etc.
- ◆ Send out surveys to families and community partners for input, particularly at the Title I schools, to create buy-in on instructional programming to ensure inclusivity in the selection of programs to best meet the needs of all students

### FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING 2-7

Principals do not routinely conduct effective classroom walkthroughs (CWTs). ECS' observation cycle is governed by California's Collective Bargaining Agreement, and the district and school leaders abide by those guidelines. Generally, after informal observations, teachers are provided feedback in the form of positive affirmations. Such a structure does not strongly support improved teaching practice.

ECS has not mandated a process for monitoring classroom instruction outside of the state's collective bargaining agreement. District and school leaders follow the observation cycles of permanent and probationary teachers, but they do not conduct informal walkthroughs as an instructional team to calibrate instructional delivery at each school. Additionally, during the site and focus interviews, the team found that there is no formal process for evaluating effective lesson planning before instruction is delivered to students.

The alignment of the written, taught, and tested curriculum can be a major issue in student achievement if lessons are not frequently monitored and evaluated. Teachers are not required to submit lesson plans before the week of instructional delivery. Also, principals do not periodically collect samples of lesson plans from each department to ensure teachers are on pace and students receive lessons aligned in content and cognition before assessments are administered.

The current endeavor with WestEd may address the work around improving student outcomes, but it has not been fully developed yet. There is a direct tie-in with the work of John Hattie's Visible Learning to include a book study and teacher clarity on ways for students to engage in their learning through success criteria and teacher feedback. The North Coast Teacher Induction Program (NCTIP) Program provides mentorship of new teachers as an opportunity to build capacity to deliver instruction.

Providing teachers with immediate, evidence-based feedback leads to improved teaching practice accountability. District cabinet members visit school sites weekly and share in cabinet observations made inside classrooms, but trends from walkthroughs need to be shared with principals for them to follow up with teachers as a continuous cycle for school improvement on best instructional practices.

CWT tools need not be elaborate. Exhibit 2-12 provides an example of a paper-based CWT that explicitly includes DEI items. Exhibit 2-13 provides a screenshot of an electronic CWT. The advantage of using an electronic CWT is that it can be immediately shared with the teacher and the principal has a database from which to easily review teachers' progress over time.

**Exhibit 2-12**  
**Sample Paper-Based CWT**

5-10 minute walkthrough that only provides feedback that is observed during the walkthrough (what you see or hear that is related to the instructional look fors).

**Focus: Balanced Math, Balanced Literacy, Student Engagement, Use of Technology**

Instructional Look For	Evidence
<b>Lesson Plan</b> <ul style="list-style-type: none"> <li>• SOL Standard</li> <li>• Student friendly objective posted</li> <li>• Essential Question/Understanding</li> <li>• Formative Assessment</li> <li>• Integration of Technology</li> <li>• Instructional Methodology</li> </ul>	
<b>Alignment of content and activities with Rigor</b> <ul style="list-style-type: none"> <li>• Level of Rigor</li> <li>• Quadrant D</li> <li>• Incorporation of 5C's</li> </ul>	
<b>Student Engagement Observed</b> <ul style="list-style-type: none"> <li>• Level of Engagement</li> <li>• Arrangement of students</li> <li>• Class building/Team Building</li> <li>• Classroom Management</li> <li>• Social Skill</li> </ul>	
<b>Diversity, Equity, and Inclusive Practices Observed</b> <ul style="list-style-type: none"> <li>• Differentiated strategies</li> <li>• Opportunities for access and achievement</li> <li>• Culturally responsive teaching practices</li> <li>• Inclusive curriculum and instructional resources</li> <li>• Communication skills inclusive of all equity gap groups (ELs, SWD, ED)</li> </ul>	

*Source: Prismatic archives, 2022.*

**Exhibit 2-13**  
**Sample Portion of an Electronic CWT**

Section 1 of 5

## Crescent Classroom Walkthrough 2022-23

As the instructional leader of the school, principals must be visible and conduct classroom walks on a regular basis to ensure the educational needs of students are met.

Please complete this form when visiting classrooms.

Email \*

Valid email

Section 5 of 5

OBSERVATION

Description (optional)

Classroom environment supports learning \*

☐ Yes
☐ No

Teacher is engaged in \*

☐ Teaching
☐ Modeling
☐ Coaching
☐ Addressing Behavior
☐ Performing Administrative Tasks
☐ Other...

Lesson plans are available \*

☐ Yes
☐ No

Source: Developed by Prismatic, 2022

## RECOMMENDATION

**Provide teachers with immediate, evidence-based feedback as required by the principal evaluation standards for continuous growth.**

The district should develop a CWT tool to capture a “snapshot” of instruction. These data points should inform administrators of teachers’ need for professional development on the various “look fors” of the instruction framework. The use of the tool should include the provision of the principal’s CWT observation to the teacher who was observed.

The district should then develop expectations of how frequently principals should complete CWTs. In other districts, the consulting team recommends the completion of at least five per week. Principal data should be compiled, analyzed, and discussed at least monthly. Teacher feedback given at grade level and content-based teams should inform data points for Professional Learning Communities (PLCs).

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **FINDING 2-8**

Overall summaries by ECS principals of the ratings they assign their teachers on the annual performance evaluations are not required and therefore not produced. The evaluation process in ECS appears to have no other utility than to meet requirements of the ESC board policy and California education law. This misses an opportunity to mine the individual evaluation data for themes that could inform overall planning for instruction and the need for professional development.

Board Policy 4115 states “regular, comprehensive, evaluations designed to hold instructional staff accountable for their performance are key to improving their teaching skills and raising students’ levels of achievement.” It further mandates that when areas needing improvement are identified, employees are expected to improve their performance and to take initiative to participate in staff development, teacher support, and guidance programs. Exhibit 2-14 lists the six standards by which ECS teachers are evaluated and shows the four ratings that can be earned for each standard.

#### **Exhibit 2-14 ECS Teacher Evaluation Standards**

Standard 1: Engaging and supporting all students in learning  
 Standard 2: Creating and maintaining effective environments for student learning  
 Standard 3: Understanding and organizing subject matter for student learning  
 Standard 4: Planning instruction and designing learning experiences for all students  
 Standard 5: Assessing student learning  
 Standard 6: Developing as a professional educator

#### **Ratings:**

- Highly effective/innovating
- Effective/proficient
- Emerging/developing
- Unsatisfactory/does not meet standard

*Source: Eureka City Schools, 2022*

The only report that the ESC board receives annually regarding teacher evaluations contains just the actual number of evaluations completed in the previous year. It does not include any summary of ratings by schools that teachers are given, any common themes uncovered regarding instructional planning challenges, or needs for professional development. Further, because no data compilation or meta-analysis is undertaken, district-level planners of instruction and professional development lack the data to know which components of the six standards of evaluation or performance they need to concentrate on in assisting teachers to become more proficient in their instruction to meet the instructional needs of their students.

To ensure teacher quality, credibility in the evaluation system is essential. First, the levels of performance ratings used help to define or describe consistently the degree of teacher expertise in that component and ensures that everyone in the system – teachers, mentors, coaches, supervisors, board members – possess a shared understanding of the definition of “good teaching.” Second, teacher evaluation promotes professional learning and engages teachers in activities that promote learning – self-assessment, reflection on practice, and professional conversation. In high-achieving districts, procedures that produce valid and reliable results and satisfy legitimate demands for quality assurance are installed and followed.

## **RECOMMENDATION**

**Require principals to produce and submit annual summary reports of the performance of their teachers as captured by the district’s teacher evaluation process.**

At the same time that ECS principals are required to submit all their end-of-the year evaluation forms to the human resources office, they should also be required to submit a simple, 1-page form, similar to the sample provided in Exhibit 2-15, in which they summarize or list by count the number of teachers who receive each of the four ratings for each of the standards that were the focus of individual teacher’s evaluation plan for the year. Alternatively, the district could adopt an electronic version of the evaluation form and all the data can be automatically compiled in a database. Regardless of the method, the human resources office should share copies of the compiled data with planners in curriculum, instruction, and professional development.

**Exhibit 2-15**  
**Sample ECS Teacher Evaluation Compilation Form**

School: \_\_\_\_\_ Principal: \_\_\_\_\_

**Standard 1: Engaging and Supporting All Students in Learning**

How many teachers scored

Highly effective/innovating?

Effective/proficient?

Emerging/developing?

Unsatisfactory/Does not meet standard?

**Standard 2: Creating and Maintaining Effective Environments for Student Learning**

How many teachers scored

Highly effective/innovating?

Effective/proficient?

Emerging/developing?

Unsatisfactory/Does not meet standard?

**Standard 3: Understanding and Organizing Subject for Student Learning**

How many teachers scored

Highly effective/innovating?

Effective/proficient?

Emerging/developing?

Unsatisfactory/Does not meet standard?

**Standard 4: Planning Instruction and Designing Learning Experience for All Students**

How many teachers scored

Highly effective/innovating?

Effective/proficient?

Emerging/developing?

Unsatisfactory/Does not meet standard?

**Standard 5: Assessing Student Learning**

How many teachers scored

Highly effective/innovating?

Effective/proficient?

Emerging/developing?

Unsatisfactory/Does not meet standard?

**Standard 6: Developing as a Professional Educator**

How many teachers scored

Highly effective/innovating?

Effective/proficient?

Emerging/developing?

Unsatisfactory/Does not meet standard?

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

*Source: Developed by Prismatic, 2022*

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING 2-9**

The district has little ethnic diversity in its leadership ranks as well as in the assignment of administrative, support, and instructional staff who either work in the district’s central office or are campus-based. Only seven positions listed on the 2022-23 Administrative Organization Chart (updated 09/08/22) identify with cultural or ethnic groups other than White (Exhibit 2-16). The four members of the Superintendent’s cabinet are White. Of the eight principals, seven are White and one is Native American.

**Exhibit 2-16**  
**Ethnicity of ECS Leadership, Administrative, Support, and Instructional Staff as of 09/08/2022**

Position	Total	White	American Indian	Asian	Hmong	Hispanic	Not Identified	Male	Female
Superintendent	2	2						1	1
Elementary Principals	4	3	1						4
Children's Center	1	1							1
Secondary Principals	4	4						2	2
Secondary Assistant Principals	4	4						3	1
Secondary Counselors	4	3				1		3	1
Director Student Services	2	2							2
Family Resource Center	1	1							1
District Psychologists	4	3					1	1	3
Speech Language Pathologists	2	2						1	1
Nurses	5	5							5
Asst. Supt. Education Services	2	2						1	1
CARE Specialist	1	1							1
Student Services Coordinator	6	2		1	1	2			6
Executive Director Personnel	3	3							3
Asst. Supt. Business Services	2	2						1	1
Directors, Business Services	5	3	1			1		4	1

Source: Eureka City Schools, 09/08/2022

*Notes: Under Total, the number includes both executive and administrative assistant(s). The number of speech pathologists does not include one female SLPA and 11 independent contractors. The actual number of secondary counselors at the time of the final report is three. This number lessened by one position after 09/09/22. The actual number of CARE specialists as of 09/08/2022 is not reflected in the source document. For the final report the number was reported as 4 CARE specialists. The position of Director of Curriculum, Instruction, and Assessment was not shown on the original source document.*

The consulting team found little evidence that any encouragement is given to non-White certificated and classified management staff to apply for higher administrative/leadership positions although recent evidence reflects that discussions among top administrative leaders resulted in hiring a first-year Yurok principal.

On the survey, staff reported mixed opinions on this topic (Exhibit 2-17). Although a majority of administrators felt that the district has demonstrated a commitment to improving the diversity of its employees, less than a majority of classroom teachers, other certified staff, and classified staff felt the same way. The same split occurred regarding whether the human resources department seems to encourage a diverse candidate pool. Conversely, small percentages of each employee group indicated that the district exhibited favoritism in awarding promotions. Finally, strong majorities of each employee group felt that their supervisor is committed to and supports diversity, equity, and inclusion.

**Exhibit 2-17**  
**ECS Survey Responses Related to Support for Developing Diverse Leadership**

<b>Survey Statement</b>	<b>Respondent Group</b>	<b>Percent Strongly Agreed + Percent Agreed</b>
The district has demonstrated a commitment to improving the diversity of its employees.	Administrators	53%
	Classroom Teachers	26%
	Other Certified Staff	33%
	Classified Staff	37%
The HR Department here seems to encourage a diverse candidate pool when hiring.	Administrators	67%
	Classroom Teachers	30%
	Other Certified Staff	47%
	Classified Staff	39%
Promotions in this district tend to favor one employee cultural/racial/ethnic group over another.	Administrators	20%
	Classroom Teachers	26%
	Other Certified Staff	27%
	Classified Staff	15%
My supervisor is committed to and supports diversity, equity, and inclusion.	Administrators	80%
	Classroom Teachers	78%
	Other Certified Staff	73%
	Classified Staff	77%

*Source: Prismatic Surveys, 2022.*

School districts that embrace a long-term mission and vision for diversity, equity, and inclusion not only value the ability to meet the unique learning needs of their students, but they also commit to eliminating inequities and lack of opportunities that interfere with the advancement, professional growth, and development of diverse faculties and staff. Their diversity, equity, and inclusion goals provide the development and maintenance of affirmative hiring processes to fill vacancies in all departments including written hiring plans.

## **RECOMMENDATION**

**Take steps to increase cultural/ethnic representation in ECS leadership positions as vacancies occur, with a goal of reflecting the diversity of student enrollment.**

The superintendent and his cabinet should develop a written hiring plan that covers all administrative positions. Components of the plan should include:

- ◆ Identify resources which will allow for regular support and monitoring of all hiring processes across the district.
- ◆ Review current ECS recruitment and hiring policies for unintentional bias or exclusionary practices.
- ◆ Update job descriptions to include cultural proficiency as a criterion for employment.
- ◆ Include questions and scenarios related to diversity and equity during candidate interviews.
- ◆ Require all participants in hiring processes to complete anti-bias training prior to participation.

Most organizations say that hiring is a critical process. Few devote the time and resources to it that it actually requires. Of particular interest for ECS as it seeks to improve the diversity of its leadership is to ensure that hiring managers are addressing unconscious biases. Experts recommend looking at everything from the use of genderized wording in job descriptions (“competitive” tends to deter female candidates, while “collaborative” tends to deter male candidates), the request of work samples, and use of standardized interviews.<sup>11</sup> Recent work in the field emphasizes the need to move away from rote interview questions (“tell us about a time you overcome an obstacle”) to focus more on skills (“teach us about teacher evaluations as if we know nothing about it”).<sup>12</sup>

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING 2-10

The district demonstrated a positive relationship with the North Coast Indigenous Development Council’s (NCIDC) Educational Advocate. In addition, the collaborative efforts of ECS were praised by Two Feathers Youth Advocates. Even though the external positive relationships exist, there remain a few idiosyncrasies within the organization that have impeded providing the highest levels of service possible to Native American and English Language Learner students. In addition, some staff perceive that programs for traditionally marginalized students are not as valued as other programs.

There are two specific grants aimed at improving the performance of Native Americans, a traditionally underserved community in Eureka. Between the two grants, there are four funded staff positions. The four positions were not included in the district organizational chart provided to the consulting team, but it was determined that they currently report to the assistant superintendent. There was a coordinator position in the past; it has not been filled, leaving the four staff members with less supervisory support than they would otherwise receive. This gives the impression that the Indian Education Program is not valued. Focus group participants gave additional observations that contribute to a perception that the program is not appreciated:

- ◆ No general funds are designated for the program.
- ◆ Staff salaries are perceived as lower than other professional employees.

<sup>11</sup> <https://hbr.org/2017/06/7-practical-ways-to-reduce-bias-in-your-hiring-process>

<sup>12</sup> <https://hbr.org/2020/06/how-to-design-a-better-hiring-process>

- ◆ It was alleged that program staff is pulled to conduct duties not included in the grant.
- ◆ Some district/campus actions have made program implementation difficult. District staff has been moved out of various spaces and left with no designated workspace in which to provide individualized instruction to students.
- ◆ Although families have built trusting relationships with the program staff, their jobs are perceived to be in jeopardy at the end of the grant award period.

In another area, a classroom teacher is responsible for the districtwide functions of the District English Learner Advisory Committee (DELAC). According to the California Department of Education, a district “with 51 or more English learners must form a District English Learner Advisory Committee (DELAC).” The DELAC has the responsibility of carrying out seven tasks, in addition to conducting training. Although the chair of DELAC is a parent of an English Learner, many of these tasks are delegated to the ELAC Coordinator from one of the campuses. Currently, this ELAC Coordinator is a classroom teacher who is expected to spend 80% of her time teaching in a classroom and 20% serving as the coordinator.

In other districts with similar grants/programs, a program manager is designated to provide leadership and monitoring of implementation efforts. In addition, a general consensus for span of control practices suggests that senior leaders should have a range of 6-10 direct reports, with 12 being an upward limit. This allows for adequate time to effectively evaluate job performance and monitor program implementation. Campus staff is not usually assigned districtwide program requirements.

## RECOMMENDATION

### Assign Indian Education and District ELAC coordinator functions to a central office position.

The following actions should be taken to provide oversight to ensure support of, and promote advocacy for the two programs:

#### Indian Education

- ◆ Review and revise job descriptions for each position in the two Indian Education grants. Develop daily expectations for the positions, goals, and metrics to measure progress of grant implementation and impact.
- ◆ Assign the leadership, oversight, and supervision of those employees to an existing central office position that is able to monitor and effectively evaluate the employees and program implementation.
- ◆ Ensure that current space, procedures, and resources adequately ensure a quality program for this student population.
- ◆ Develop and conduct mandatory training for campus staff that promotes cultural understanding and appreciation for the Native community.

#### DELAC

- ◆ Ensure the membership and implementation of DELAC meets the requirements according to California’s Department of Education.
- ◆ Assign a central office coordinator to assist any DELAC parent chair in carrying out the seven tasks.

- ◆ Assign a central office coordinator to plan and conduct training.

#### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

# Chapter 3

## Teacher Quality Equity

This chapter addresses teacher quality equity of Eureka City Schools in the following sections:

- A. Staff Development and Training
- B. Support Services Provision

Teacher assignment/workload and class size equity are also part of teacher quality equity, but the consulting team had no findings in those areas. Prismatic consultants explored these kinds of questions in assessing teacher quality equity:

<b>Teacher assignment and workload</b>	<ul style="list-style-type: none"><li>◆ How are teachers assigned? Are student needs considered in the assignment process?</li><li>◆ Based on teacher education, experience, mobility, and certification, do students in ELL, special education, and remedial/introductory courses have access to the average or better teacher?</li></ul>
<b>Class size practices</b>	<ul style="list-style-type: none"><li>◆ What class size rules are in use?</li><li>◆ How do average class sizes vary among schools of the same level?</li><li>◆ Are there places where the district's class size rules are substantially ignored or subject to some substantial exception?</li></ul>
<b>Staff development and training</b>	<ul style="list-style-type: none"><li>◆ Has staff been offered training in cultural competence, diversity, etc. in the past three years? Was it of high quality? Did it include knowledge/changed attitude assessment?</li><li>◆ Are new teachers required to attend trainings in cultural competence, diversity, etc.?</li><li>◆ Does the district evaluation instrument explicitly consider teacher cultural competence?</li></ul>
<b>Support services provision</b>	<ul style="list-style-type: none"><li>◆ How are positions like nurses, counselors, librarians, etc. allocated to schools? Is the formula solely driven by student enrollment?</li><li>◆ Are special positions allocated in accordance with national organization recommendations, at a minimum? Are there safeguards in place to ensure that special positions are used as intended?</li></ul>

Teacher quality equity covered these areas of the ECS RFP:

- ◆ *Review current efforts to recruit and retain staff of color. Provide recommendations on how to improve staff recruitment and strategies on how to support a diverse workforce by creating a welcoming, bias-free work environment. Recommend strategies used by other districts that have successfully increased the diversity of their teaching force.*
- ◆ *Review how teacher quality is distributed within each school and the district as a whole:*
  - *Teacher education (exposure to content knowledge)*
  - *Teacher experience (more time suggests increased proficiency)*
  - *Teacher mobility (the time it takes to learn the "new" school)*
  - *Teacher certification (appropriately certified teacher in every classroom)*

The administration and leadership of Eureka City Schools ensures that its teachers, instructional support staff, and campus leadership teams are providing instruction and learning in both required courses and electives to meet all California standards and requirements. Further, they ensure that class loads or class caps do not exceed those mandated by the district's negotiated contract with the Eureka Teachers Association/CTA/NEA. With minor exceptions and considering the mission of the school, student-teacher ratios in the schools are generally equitable (Exhibit 3-1).

**Exhibit 3-1**  
**Student-Teacher Ratio in Eureka City Schools - 2022-23**

School	FTE		Total FTE	Enrollment	Ratio
	Certificated <sup>1</sup>	Instructional <sup>2</sup>			
Eureka High School	59.2	17.2	76.4	1,281	10.8
Zoe Barnum High School	6.3	2.1	8.4	73	8.6
Winship Middle	19	5.8	24.8	417	16.8
Zane Middle	24.6	3.5	28.1	467	16.6
Alice Birney Elementary	24.4	11.6	36.0	390	10.8
Grant Elementary	16.8	6.3	23.1	250	10.8
Lafayette Elementary	21	10.1	31.1	251	8.0
Washington Elementary	25	13.1	38.1	490	12.8
Winzler Children's Center	3.54	3.2	6.74		

Source: ECS Position Control 09/01/2022; ECS Student Demographics 07/19/22.



<sup>1</sup> Classroom teachers; does not include certificated management

<sup>2</sup> Classroom aides; paras; instructional assistants; literacy/math, EL technicians; afterschool assistants

## Section A

### Staff Development and Training

As noted by the Society of Human Resource Management, staff development and training is “almost universally recognized as a strategic tool for an organization’s continuing growth, productivity, and ability to retain valuable employees.”<sup>3</sup> Moreover,

*In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices.*<sup>4</sup>

#### FINDING 3-1

The district has not provided teachers with updated training on the various types of bullying since the pandemic. As a result, teachers feel unsure of their ability to recognize and intervene when bullying occurs.

The district’s bullying policy, board regulation 3151.2, delineates:

- ◆ the measures the district must use to prevent bullying
- ◆ the staff development to be provided to teachers and other school staff
- ◆ the information and resources that must be provided to students, parents, and guardians.

In addition, the policy also includes the process for reporting and filing of complaints, the discipline/corrective actions to be taken, and the support services to be provided to any student affected by the act of bullying.

In focus groups, teachers were concerned that the lack of recent professional development specific to the ability to recognize and identify verbal abuse and non-physical bullying that might occur in their classrooms impedes their intercession and subsequent corrective action. In interviews, principals stated that recent professional development regarding bullying had not been conducted.

In focus groups, secondary students noted instances of bullying on their campuses. On the surveys, parents and secondary students reported that bullying is an ongoing concern for at least a segment of the student population (Exhibit 3-2).

<sup>3</sup> [www.shrm.org](http://www.shrm.org)

<sup>4</sup> Mizell, H. (2010). *Why professional development matters*. Learning Forward, [www.learningforward.org](http://www.learningforward.org).

**Exhibit 3-2**  
**ECS Survey Responses Related to Bullying**

<b>Survey Statement</b>	<b>Respondent Group</b>	<b>Percent Strongly Agreed + Percent Agreed</b>
My child has been subject to bullying by other students this year.	Parents of Elementary Students	39%
	Parents of Middle/High Students	35%
In my school, I have seen students bullying other students this year.	Eureka HS Students	47%
	Zoe Barnum HS Students <sup>5</sup>	31%
	Winship MS Students	42%
	Zane MS Students	44%

*Source: Prismatic Surveys, 2022.*

Districts strive to create inclusive environments where equity is promoted, and all students are accepted and feel safe. Bullying behavior, by leveraging the perceived power of one student over another,<sup>6</sup> disrupts an inclusive environment. Discipline policies against bullying and strategies for supporting those involved allow districts to take a stand in supporting all students as equals.<sup>7</sup> In addition, teachers are typically required to attend annual professional development on how to recognize bullying behavior, effectively address the situation, and report incidences of bullying. There are specific processes for reporting and investigation. For example, when an allegation is reported, effective districts:

- ◆ Send a letter to the parent/guardian of both the alleged victim and perpetrator. This will assist parents in understanding that the school/district is taking action on the allegation. The policy will often specify a period of time, most frequently 10 days, in which to conduct the investigation.
- ◆ Send a notification letter will be sent to parents stating the outcome of the investigation and the resources or counseling that is being offered. This transparency cultivates parent trust in the system.

## **RECOMMENDATION**

### **Revive PBIS in order to regain a proactive stance toward bullying.**

In order to be more proactive about bullying, the district should:

- ◆ provide updated training on bullying (non-physical and verbal abuse reduction training) for all ECS teachers and require their participation in trainings, with the goal of reducing the incidence of physical and verbal abuse that some students (especially LGBTQ+) experience
- ◆ revive the process to investigate bullying allegations and notify parents at the onset and findings of the investigation
- ◆ mandate a counseling option for both victims and offenders

<sup>5</sup> This school had a low number of survey responses, so results should be viewed with caution.

<sup>6</sup> <https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying/>

<sup>7</sup> <https://www.stopbullying.gov/prevention/rules>

## FISCAL IMPACT

This recommendation can be implemented with existing funds budgeted for PBIS.

## FINDING 3-2

The district lacks a professional development (PD) plan focused on equity issues. The lack of explicit PD on the subject leaves the district open to varying staff members' interpretation of topics such as equity, implicit bias, and inclusion.

In interviews and focus groups, there was a predominant desire among staff and others that professional development that articulates the history of, promotes cultural awareness of, and cultivates appreciation of all cultural backgrounds represented by the student population is needed. One example reported during a focus group mentioned that a teacher reportedly allowed the use of the n-word in the classroom. In another interview, the need for empathy and cultural understanding among educators was explicitly articulated. On the survey, a minority of classroom teachers reported having attended recent training on teaching with an equity lens (Exhibit 3-3).

**Exhibit 3-3**  
**ECS Classroom Teacher Survey Responses Related to Recent Training**

Survey Statement	Percent Strongly Agreed + Percent Agreed	Percent Strongly Disagreed + Percent Disagreed
I have attended great district training in the past two years that focused on supporting student learning through an equity lens.	26%	43%

*Source: Prismatic Surveys, 2022.*

The district is working with an external partner on a professional development plan focused on academics. However, training solely dedicated to diversity, equity, and inclusion is currently not a part of that plan.

Implicit bias professional development is critical for educators. Recognizing personal bias and the impact on academic outcomes for students is essential to ensure quality instruction for all learners. Although the response to the 2015 settlement included implicit bias training for the leadership team between 2016 and 2018, it did not include campus staff.

Effective school leaders prioritize implicit bias training to ensure cultural sensitivity so that predictability of academic success or failure based on social, economic, or cultural factors are inconsequential.<sup>8</sup> Over the last decade, many districts have created departments specifically focused on racial equity. In fact, mandatory implicit bias professional development for all staff is becoming commonplace. By prioritizing implicit bias training, school leaders support development of cultural sensitivity as a precursor to culturally responsive pedagogy. Through implementation of implicit bias training, school leaders advance culturally responsive teaching methods that mitigate unfavorable biases and improve student outcomes.

<sup>8</sup> <https://futureready.org/implementation-guide/implicit-bias-and-cultural-sensitivity-training/>

## RECOMMENDATION

**Develop and implement a professional development plan that focuses on implicit bias, cultural diversity, equity, and inclusion.**

The district should:

- ◆ Develop a professional development plan that would include mandatory implicit bias and diversity, equity and inclusion training for all campus staff. Campuses have a 45-minute period twice a month that could be used for this purpose periodically, as scheduled in a district PD plan.
- ◆ Identify resources for the content of the training and develop the training module(s).
- ◆ Require all teachers and principals to complete implicit bias and diversity, equity and inclusion training annually.

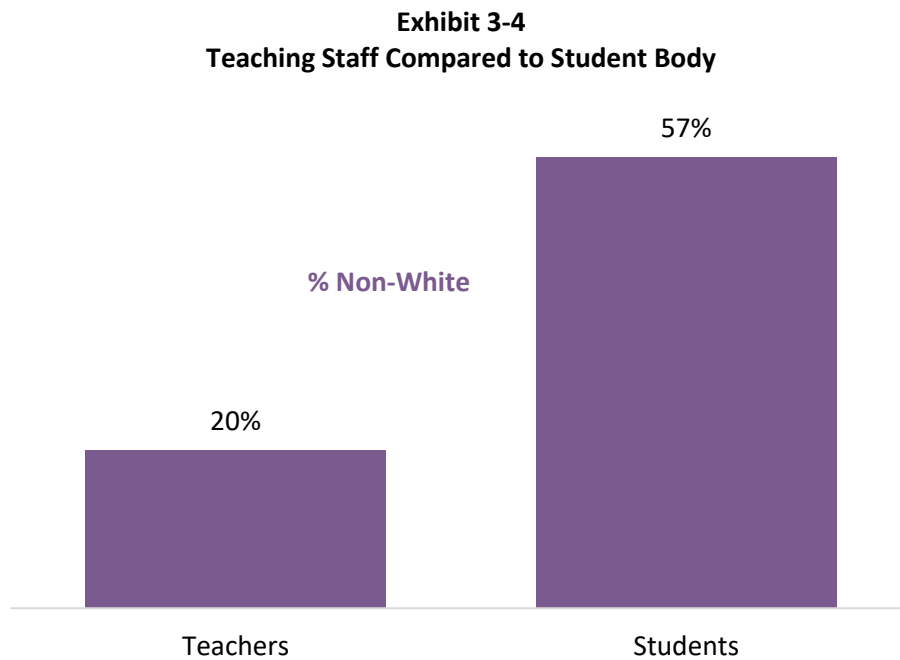
## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING 3-3

Additional and ongoing professional on EL teaching strategies for every teacher is needed. Likewise, culturally relevant teaching practices have not been a part of teacher professional development.

The ECS teaching staff is predominately white. A majority of the student population is non-white (Exhibit 3-4).



Source: Eureka City Schools, 2022.

In addition, there is a significant population of English learners in the district. DELAC representatives voiced a desire that teachers be proficient in instructional methods specific to English learners, but this has not yet been accomplished.

Administrators, both campus and central office, articulated a strong need to require cultural competence professional development for teachers and staff. The Indian Education staff fear their role of relationship building with the native community is not valued and is in jeopardy. External representatives of the native community articulated a need for teacher training to include the history of, promoting cultural awareness of, and cultivation of an appreciation of all cultural backgrounds represented by the student population.

In the survey, few classroom teachers indicated they have recently attended training that focused on teaching students from a variety of backgrounds (Exhibit 3-5).

**Exhibit 3-5**  
**ECS Classroom Teacher Survey Responses Related to Recent Training**

Survey Statement	Percent Strongly Agreed + Percent Agreed	Percent Strongly Disagreed + Percent Disagreed
I have attended great district training in the past two years that focused on teaching students from a variety of backgrounds, such as different races, ethnicities, cultures or varying economic backgrounds.	16%	50%

*Source: Prismatic Surveys, 2022.*

In focus groups, secondary students noted that their curriculum has included diverse sources and viewpoints. They mentioned reading books that did not have a predominantly White and Westerner orientation, covering historical topics that were not focused on the White experience, and having mentions of other ethnicities during cultural heritage-themed months (e.g. Asian history month). However, some students stated that:

- ◆ Accomplishments of White people are more glorified in some of their classes.
- ◆ With some teachers, it does not feel authentic when they “add-in” non-White people.
- ◆ Inclusion of non-White curriculum materials depends on the teacher.

This dichotomy of opinion on the curriculum was echoed in the survey (Exhibit 3-6). A majority of students agreed or strongly agreed that they had learned about people from diverse backgrounds in classes other than English this year, but at no school was it an overwhelming majority. And, while multi-cultural resources are not the sole defining characteristic of a solid curriculum, it is interesting to note that many ECS secondary students reported that they feel what they are learning now will not be useful in adulthood. This is perhaps an indication of a perceived lack of relevance for the current curriculum. Likewise, while a multi-cultural curriculum itself cannot change adult behavior in the school, it is interesting to note that a majority of the Native American and African-American student populations feel that diverse students are treated differently.

**Exhibit 3-6**  
**ECS Survey Responses Related to Curriculum Diversity**

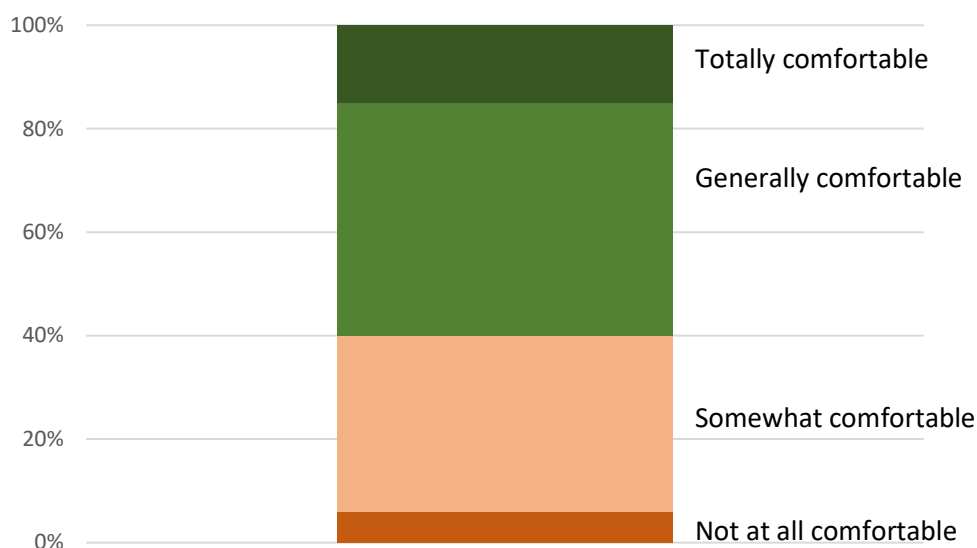
<b>Survey Statement</b>	<b>Respondent Group</b>	<b>Percent Strongly Agreed + Percent Agreed</b>
I have learned about people from different races, ethnicities, or cultures, in classes other than English this year.	Winship MS	61%
	Zane MS	66%
	Eureka HS	75%
	Zoe Barnum HS <sup>9</sup>	56%
What I am learning in school now will be useful in adulthood.	White Students	48%
	Hispanic Students	51%
	Native American Students	46%
	African-American Students	47%
	Hmong Students	66%
	Multiracial Students	46%
In my school, students are <u>not</u> treated differently because of their race, ethnicity, gender, or religious affiliation.	White Students	59%
	Hispanic Students	53%
	Native American Students	48%
	African-American Students	34%
	Hmong Students	52%
	Multiracial Students	55%

*Source: Prismatic Surveys, 2022.*

On the survey, not all classroom teachers indicated that they were comfortable discussing race-related topics with their students (Exhibit 3-7). Two out of five teachers are “not at all” or only “somewhat” comfortable discussing race-related topics.

<sup>9</sup> This school had a low number of survey responses, so results should be viewed with caution.

**Exhibit 3-7**  
**How Comfortable ECS Classroom Teachers Are Discussing Race-Related Topics with Students**



Source: Prismatic Surveys, 2022.

The research is clear that when teachers use effective instructional practices, student achievement increases. Districts with diverse student populations ensure that teachers are equipped in delivering quality instruction with proven strategies. California’s Department of Education has developed English Language Development Standards, which include strategies and applications.<sup>10</sup>

Culturally responsive teaching is the practice of using students’ customs, characteristics, experience, and perspectives as tools for better classroom instruction. Teachers working in environments with students of various backgrounds recognize the cultural capital and tools that all students, including students of color, bring to the classroom and to utilize their students’ cultural learning tools throughout instruction.

## RECOMMENDATION

**Develop and implement a districtwide professional development plan focused on developing and increasing teacher capacity to support academic success of English learners and students from diverse backgrounds.**

As a part of the annual beginning-of-the-year professional development for teachers and staff, training in effective instructional strategies for diverse learners should be conducted. Based on the student population in Eureka City Schools, training in strategies to support English learners and culturally responsive teaching methods likely would result in increased academic success for more students. The training components could be drawn from a multitude of resources, such as:

<sup>10</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

- ◆ a relevant article about EL instruction can be found in the ERIC research database.<sup>11</sup>
- ◆ an abundance of accessible online resources are available on the topic of culturally responsive instructional strategies.<sup>12</sup>

### FISCAL IMPACT

This recommendation can be implemented with existing resources.

## Section B

### Support Services Provision

Assigned on the formula factor of enrollment count, allocations of positions for support services in ECS include site administrators and counselors, clerical services, custodial staffing, grounds crew, nurses, librarians and media clerks, and campus supervisors (Exhibit 3-8). In general, campus administrators and supervisors reported that using the allocation formula does not meet the variable demands for individual student and staff services.

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<sup>11</sup> <https://files.eric.ed.gov/fulltext/EJ1308586.pdf>

<sup>12</sup> <https://files.eric.ed.gov/fulltext/EJ1087693.pdf>

**Exhibit 3-8**  
**ECS Support Services Staffing Ratios**

Elementary	FTE			
# Students	Asst Principal	Secretary	Clerical	Library Media Clerk
121-240	0	1.00	0.50	0.250
241-360	0	1.00	0.50	0.313
361-480	0	1.0 @ 401+ students	1.00	0.375
481-600	0.5 @ 576+ students	1.00	1.00	0.438

Middle	FTE					
# Students	Asst Principal	Counseling Services	MS Secretary	Secretary	Attendance/ Counseling Clerk	Library Media Clerk
0-300	0.0	0.5	1.0	1.0 @ 450+ students	1.0 +0.5 for every 300 students	0.25 0.5 @ 251+ students
301-450	0.0	1.0				0.50
451-600	1.0	1.0				0.50 0.75 @ 501+ students
601-750	1.0	1.0				0.75

High	FTE									
# Students	Asst Principal	Counseling Services	Athletic Director	Activity Coordinator	Principal Secretary	SIS Specialist	Finance Clerk II	Secretary	Attendance	Library Media Clerk
<250	0	1.0	0	0	1.0	0	0.5	0.5 for every 300	1.0 + 0.5 for every 300	0.25
251-500	1.0		0.2	0.2		1.0 @ 450				0.50
501-750	@ 300+						1.0 @ 450			0.75
751-1,000	2.0 @ 901+	3.0 @ 901+				0.4 @ 1,201+				0.4 @ 1,201+
1,001-1,250			1.25							
1,251-1,500			1.0	1.50						

Source: Eureka City Schools, 2022.

#### FINDING 3-4

The attempts of ECS to hire teachers from diverse ethnic and cultural backgrounds are limited generally to recruiting candidates from local or reasonably close regional colleges and universities. Attending job fairs at institutions known to graduate teacher candidates who are predominately “other than white” have not been explored.

In the past three years Eureka City Schools has begun to experience the same difficulties that other urban and rural school districts have whenever it comes to filling teacher vacancies – namely, the pool of teacher applicants is shrinking at a rate about equal to teachers leaving the profession or retiring at the first opportunity and fewer college students are graduating as teachers. Prior to that, ECS had considerably more teacher applicants than vacant positions.

Most of the new zero-experienced teachers hired, then and now, are recent graduates at Cal Poly Humboldt where very few students represent diverse and ethnic cultures. Other experienced teachers new to ECS come because of their spouses moving to new jobs within the Eureka area. The ECS administration acknowledges that it must develop new plans and strategies to recruit and hire teachers that will also encourage more diverse candidates to apply to teach in ECS.

On the survey, ECS staff varied in their opinions of the district’s efforts to improve staff diversity (Exhibit 3-9). Across staff types, classroom teachers were the least likely to recognize that the district has demonstrated a commitment to improve staff diversity or that the HR department seems to encourage a diverse candidate pool.

**Exhibit 3-9**  
**ECS Survey Responses Related to Staff Diversity**

<b>Survey Statement</b>	<b>Respondent Group</b>	<b>Percent Strongly Agreed + Percent Agreed</b>
The district has demonstrated a commitment to improving the diversity of its employees.	Administrators	53%
	Classroom Teachers	26%
	Other Certified Staff	33%
	Classified Staff	37%
The HR Department here seems to encourage a diverse candidate pool when hiring.	Administrators	67%
	Classroom Teachers	30%
	Other Certified Staff	47%
	Classified Staff	39%

*Source: Prismatic Surveys, 2022.*

Education research shows that all students, and particularly students of color, perform better in school when taught by educators of color, and most school districts struggle to address their lack of teacher diversity.<sup>13,14</sup> As student populations become more diverse, teachers of color remain significantly underrepresented in U.S. classrooms. To address this lack, many school districts are implementing targeted talent acquisition strategies to locate, hire, and retain these teachers.<sup>15</sup>

Although there has been an increasing focus on alternative routes to teaching – and a recent study shows a sizable proportion of teachers of color take those routes – traditional educator preparation

<sup>13</sup> Constance Lindsay, Erica Blom, and Alexandra Tilsley, “Diversifying the Classroom: Examining the Teacher Pipeline”, Urban Institute, October 5, 2017.

<sup>14</sup> Gershenson, Seth, Stephen B. Holt, and Nicholas W. Papageorge. 2015. "Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations." Upjohn Institute Working Paper 15-231. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research. <https://doi.org/10.17848/wp15-231>

<sup>15</sup> Bireda, S., & Chait, R. (2011). Increasing teacher diversity: Strategies to improve the teacher workforce. Washington, DC: Center for American Progress. <http://eric.ed.gov/?id=ED535654>

programs are still the largest source of teachers.<sup>16</sup> Research also shows that the underrepresentation of certain groups is not “inherent or inevitable. It is the product of actions people take and structures people create, many of which occur within organizations.”<sup>17</sup>

Despite the ability to reach more candidates for recruiting purposes by using technology, research indicates that the best connections are made in person – visiting university programs to meet with prospective teachers. The availability of a local airport makes ECS easier to access.

## RECOMMENDATION

### Expand recruiting efforts to include trips to colleges and universities that graduate more diverse teacher candidates.

Setting an explicit goal for increasing employee diversity over time is a good first step. The district should be sure to promote and celebrate the diversity of its student body, so that prospective teachers are aware of the opportunity to teach in a multicultural environment.

Then, the district should budget for recruiting. All costs of travel for personnel, including principals, teachers, and other administrators, to travel out of district to universities should be budgeted. Determining which universities, both in California and elsewhere, that have the most diverse teacher candidates enrolled in their colleges of education will need to be completed since any planned travel to these campuses will become a factor in budgeting. Contacting the career centers at the targeted universities to learn the multiple dates their onsite job and internship fairs are scheduled will facilitate plans for ECS representatives to attend. Inquiring about the ability to post available ECS teaching positions on their colleges of education websites could be productive. Most colleges of education host their own job fairs separate from the ones career center schedule.

For example, three campuses of California State University (CSU) – Sacramento, Long Beach, and Sonoma – are just completing a five-year U.S. Department of Education grant that prepared more Latinos or Hispanics to become teachers. The CSU system produces more teachers in California than all other institutions combined. Northeastern State University in Tahlequah, Oklahoma has the highest Native American population of any U.S. college (enrollment about 9,500), and many of its students are preparing to become teachers. There are 107 colleges in the U.S. identified by the U.S. Department of Education as Historically Black College and Universities (HBCUs). Virtually all of the four-year HCBUs have teacher candidates among their graduates.

The ECS Personnel Director should explore *Handshake*,<sup>18</sup> an online recruiting platform for college students and alumni, that partners with universities and employers to streamline and simplify the recruiting process. Employers, such as ECS, on *Handshake* work directly with universities to recruit students. Membership on *Handshake* exceeds 14 million students and alumni from over 800 universities. In its posting on *Handshake*, ECS should specify that the district is seeking teacher

<sup>16</sup> McFarland, J., Hussar, B., Wang, X., Zhang, J., Wang, K., Rathbun, A., Barmer, A., Forrest Cataldi, E., and Bullock Mann, F. (2018). The Condition of Education 2018 (NCES 2018-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018144>.

<sup>17</sup> <https://hbr.org/2019/04/the-mistake-companies-make-when-they-use-data-to-plan-diversity-efforts>

<sup>18</sup> [Joinhandshake.com](https://joinhandshake.com)

applicants with diverse ethnic and cultural backgrounds in order to support the learning of its diverse student body.

### FISCAL IMPACT

This recommendation can be implemented with existing resources; however, it will likely require an increase in the district’s recruiting budget. Handshake offers an entry-level free option, but ECS would likely benefit from many of the features offered in the premium version. Premium access begins at approximately \$10,000 per year. In addition, ECS recruiting staff (which includes not only the HR staff but also principals and district leaders) would benefit from being in the field for at least several recruiting events per year so that they can interact with potential candidates and understand what is important to them. Then, the recruiting team can work to refine subsequent marketing messaging about why teachers should want to teach in ECS.

Recommendation	2023-24	2024-25	2025-26	2026-27	2027-28
Expand recruiting efforts.	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)

### FINDING 3-5

The two middle schools lack sufficient counseling resources for their students. Currently, there are no counselor positions assigned. Instead, the principal and assistant principal or a Care Specialist are required to not only discipline students but also to offer support in socio-emotional and personal events and activities. Requiring a staff member to be both disciplinarian and de facto counselor can be difficult for the staff member and likely results in unsatisfactory results in one or both areas for the students. Prior to the current school year, Zane Middle School staffed both an assistant principal and a position called “Counseling Services Director.” In 2021-22, Winship Middle School also had a “counselor” but did not have an assistant principal. In 2022-23, Winship chose to have an assistant principal in place of the counselor position.

According to the district’s job description for “counseling services director,” the mission is to be responsible for personal, academic, attendance, vocational counseling, and discipline of assigned students as well as for development, coordination, and supervision of special projects, curriculum, and testing programs. Specifically, this director counseled with individual students to promote confidence and interaction, to solve problems, and to assist the students and their parents in handling grief and other socio-emotional challenges.

This year, Zane Middle School has a full-time school psychologist intern who not only does assessment but also conducts some groups and individual counseling. At Winship Middle School, the full-time school psychologist intern, who is also the district’s lead psychologist, also performs some counseling. Responsibilities for advising students and their parents and meeting with them to maximize the students’ social and academic adjustment, to interpret test scores, to explain school policies, and to assist parents in understanding their children’s development have been added to the principal’s daily schedule.

The student survey results indicate a need for more counseling opportunities (Exhibit 3-10). Not all middle school students have a trusted adult at school this year. Most students at both middle schools reported that adults at their school do not take a real interest in their future. More than a quarter of students in each reported that they are not hopeful about their future.

**Exhibit 3-10**  
**ECS Survey Responses Related to Middle School Climate**

Survey Statement	Respondent Group	Percent Strongly Agreed + Percent Agreed
If I have a problem, I know at least one adult in my school who I could ask for help.	Winship MS	79%
	Zane MS	76%
Adults working in my school seem to take a real interest in my future.	Winship MS	39%
	Zane MS	43%
I am hopeful about my future.	Winship MS	73%
	Zane MS	69%

*Source: Prismatic Surveys, 2022.*

The time that students spend in middle school is characterized by rapid physical growth, curiosity about the world, and an emerging self-identity. Research shows that school counseling programs have an impact on these years by creating a safe and respectful learning environment that enables young adolescents to maximize personal and academic achievement. Middle school counselors enhance the learning process and promote academic, career, and social/emotional development and their programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals, and realize full academic potential.<sup>19</sup>

## RECOMMENDATION

### Provide greater counseling resources in each middle school.

The superintendent, his cabinet, and the middle school principals should find funding in the next fiscal year so that a position dedicated to supporting students through counseling can be allocated to each middle school. With a current community schools grant, the district has some potential staffing/funding resources to assist in this area. This grant funding could provide a bridge to eventual permanent funding for counseling services for students.

## FISCAL IMPACT

The consulting team estimated the fiscal impact based on the salaries and benefits paid for similar positions in 2021-22.

Recommendation	2023-24	2024-25	2025-26	2026-27	2027-28
Staff each middle school with a position to provide counseling services.	(\$259,232)	(\$259,232)	(\$259,232)	(\$259,232)	(\$259,232)

<sup>19</sup> “The Essential Role of Middle School Counselors.” American School Counselor Association.2019. Accessed online [schoolcounselor.org/ascanationalmodel](https://schoolcounselor.org/ascanationalmodel)



# Chapter 4

## Programmatic Equity

This chapter addresses programmatic equity of Eureka City Schools in the following sections:

- A. Course Offerings and Access
- B. Grouping Practices and Instruction
- C. Instructional Time Utilization
- D. Individual Difference Considerations
- E. Special Programs and Services Delivery

Prismatic consultants explored these kinds of questions in assessing programmatic equity:

<b>Course Offerings and Access</b>	<ul style="list-style-type: none"> <li>◆ Is there evidence of horizontal curriculum alignment across schools? If not, are the curriculum differences across the schools intentional and according to a plan?</li> <li>◆ Do the course offerings show evidence of the promotion of diversity as a social good? Do the course offerings reflect cultural relevancy?</li> <li>◆ Do all students have equal access to courses? If there are differences across campuses, is that intentional?</li> <li>◆ Are all students afforded the same opportunity for career and college activities (job shadowing, college visits, career exploration, job fairs, college fairs, internships)?</li> </ul>
<b>Grouping Practices and Instruction</b>	<ul style="list-style-type: none"> <li>◆ Is student grouping used? If so, it is for specific and narrowly defined learning objectives? Is it temporary or short-term?</li> <li>◆ Are some types of students over-represented in lower ability groups?</li> <li>◆ Is a framework in place that provides teachers with tools to identify students' challenges (academic, social-emotional, and behavioral needs) and how to address them?</li> <li>◆ Is the curriculum fully representative of the community?</li> </ul>
<b>Instructional Time Utilization</b>	<ul style="list-style-type: none"> <li>◆ What are instructional time expectations at each campus? How do these vary among schools of the same level?</li> <li>◆ Are there structures in place that result in differing instructional times for various student groups?</li> </ul>
<b>Individual Difference Considerations</b>	<ul style="list-style-type: none"> <li>◆ Are resources allocated based on specific and identified student needs?</li> </ul>
<b>Special Programs and Services Delivery</b>	<ul style="list-style-type: none"> <li>◆ Across campuses, do students have equal potential access to accelerated coursework?</li> <li>◆ Are some types of students over- or under-represented in remedial or advanced courses? What are the underlying reasons for this?</li> <li>◆ Has the district made efforts to reduce over-/under-representation in special programs?</li> </ul>

Programmatic equity covered these areas of the ECS RFP:

- ◆ *Review the curriculum to ensure it is fully representative of our community. Provide recommendations on how to increase representation within the curriculum.*
- ◆ *Review practices and supports to increase student representation in advanced classes or programming.*
- ◆ *Review pedagogical approaches and beliefs among teachers and how implicit bias manifests in practice.*
- ◆ *Review targeted intervention supports for academic, social-emotional, and behavioral needs. Identify strengths, challenges, opportunities, and effectiveness.*
- ◆ *Provide a detailed analysis of district data relative to student enrollment based on tracking, special education services, and English Learner classification. Disaggregate the data by race/ethnicity, gender, socioeconomic status, disability, and English language proficiency.*



## Section A

### Course Offerings and Access

The primary purpose of any school system is to educate children. Effective schools deliver quality instruction based upon a district’s capacity to manage and implement a rigorous, relevant curriculum. Ensuring equitable access to available courses, including advanced and elective courses, is key in supporting diverse student bodies.

Research indicates that elective classes in middle and secondary schools are important. According to education researcher Robert Marzano, choice “has also been linked to increases in student effort, task performance, and subsequent learning.” Choice has also been linked to increases in student effort, task performance, and subsequent learning.”<sup>1</sup>

Nationwide surveys note a need for students to feel more connected to the adults on their school campuses. Electives, many times, reflect the interests of the teachers that teach them as well as the students that choose them. This fosters healthy student-teacher connections. Yearbook, robotics, film society, photography, world languages, theater, speech and debate, music appreciation, and current events – all these classes can still tap into “core” areas of reading, writing, listening, and speaking.

Elective courses give students choices to explore coursework outside of the required core curriculum graduation requirements. Electives allow students to study different topics, engage in acquiring new skills, participate in hands-on projects, and explore new interests.

#### FINDING 4-1

Access to learning the language of the Yurok is provided at Eureka High School in four levels (Yurok I – IV), as part of the school’s world language curricula offerings. This not only provides Native American students the opportunity to gain or increase their proficiency in the language, but class enrollment records show that non-native students are also taking the course.

The homeland of the Yurok are communities in Humboldt, Del Norte, and Trinity Counties. The offering of the Yurok language at Eureka High School began in 2014 as a collaborative effort of the Yurok and ECS as part of the Tribe’s revitalization effort aimed at culture, customs, and language. The Yurok provided partial funding for the teachers’ salaries for the first two years. Since then, the district continues to offer the course as a world language elective.

Teachers of Yurok at Eureka High School are California-certificated teachers as well as members of the Yurok Tribe. Their ECS employment is part-time since they also teach Yurok part-time at McKinleyville High School.

Exhibit 4-1 shows student enrollment demographics by Yurok course level, gender, and student ethnicity. In 2022, just over 40% of all students enrolled in Yurok language courses identify as Native American.

<sup>1</sup> [https://www.google.com/search?q=research+on+why+high+schools+need+elective+classes&rlz=1C1CHZL\\_enUS721US721&oq=research+on+why+high+schools+need+elective+&aqs=chrome.1.69i57j33i160l4.19802j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=research+on+why+high+schools+need+elective+classes&rlz=1C1CHZL_enUS721US721&oq=research+on+why+high+schools+need+elective+&aqs=chrome.1.69i57j33i160l4.19802j0j7&sourceid=chrome&ie=UTF-8)

**Exhibit 4-1**  
**Yurok Course Enrollment**

Course	Enrolled	Male / Female	White	Hispanic	Hmong	Multiracial	African-American	Native American
Yurok I - 1st Semester	28	17 / 11	7	5	1	2	2	11
Yurok I - 2nd Semester	23	15 / 8	6	4	1	2	1	9
Yurok II - 1st Semester	22	10 / 12	4	4	1	4		9
Yurok II - 2nd Semester	19	7 / 12	2	5	1	4		7
Yurok III - 1st Semester	7	5 / 2	1			1		5
Yurok III - 2nd Semester	8	5 / 3	1	1		1		5
Yurok IV - 1st Semester	4	2 / 2	2			1		1
Yurok IV - 2nd Semester	4	2 / 2	2			1		1

*Source: Eureka City Schools, 2022.*

Research shows that students who do well in second-language study have better problem-solving skills as well as improved memory, concentration, and mental flexibility.<sup>2</sup> Learning another language also provides greater academic achievement, greater cognitive development, and more positive attitudes. Studying the language of ancestors allows students to not only understand and appreciate their history and upbringing, but also supports efforts to sustain native languages in general.

### COMMENDATION

**In addition to the more typical foreign languages, Eureka High School offers a full 4-year sequence in the Yurok language.**

### FINDING 4-2

Ethnic and cultural minority students are disproportionately under-enrolled in ECS Advanced Placement (AP) and Honors courses. Prerequisites prescribed in the Eureka High School course catalog and subsequent written registration procedures favor enrollment to predominately white students.

In 2021-22, student enrollment at Eureka High School was 52% male and 53% non-White. However, in both 2021-22 and the first semester of 2022-23, female students and White students were disproportionately represented in AP and Honors courses. In both semesters of the 2021-22 school year, 42 total sections of AP and Honors courses had a total enrollment of 1,001 students. Of that number, 60% were female and 58% were White. In the first semester of 2022-23, 58% of the advanced course students were female and 60% were White. Looking at individual courses, female students outnumbered males in all but one 2021-22 course and all but three 2022-23 courses. White students were the majority of the students in all but three 2021-22 and 2022-23 courses.

<sup>2</sup> Abbott. M. (2018). Beyond a Bridge to Understanding. The Benefits of Second Language Learning. *American Educato*.

**Exhibit 4-2**  
**Advanced Course Enrollment, 2021-22**

Course	# of Courses	# Enrolled	% Female	% White
AP Biology	4	101	70%	62%
AP Calculus	2	32	31%	75%
AP English Composition	6	172	66%	58%
AP English Literature	2	57	51%	65%
AP Government	2	60	53%	70%
AP Spanish IV	2	51	61%	18%
AP Statistics	2	24	75%	42%
AP US History/Geography	4	107	59%	52%
AP World History/Geography	2	57	56%	70%
Chemistry Honors	4	86	60%	60%
German IV Honors	2	16	50%	63%
Math Analysis Honors	6	124	56%	48%
Sophomore Honors English	4	114	68%	68%
<b>Total</b>	<b>42</b>	<b>1,001</b>	<b>60%</b>	<b>58%</b>

**Advanced Course Enrollment, First Semester, 2022-23**

Course	# of Courses	# Enrolled	% Female	% White
AP Calculus A/B	1	101	43%	43%
AP English Composition	2	32	66%	69%
AP English Literature	2	172	65%	61%
AP Environmental Science	3	57	60%	72%
AP Government	1	60	59%	59%
AP Spanish IV	2	51	57%	29%
AP Statistics	1	24	45%	68%
AP US History/Geography	1	107	64%	68%
AP World History/Geography	1	57	56%	60%
Chemistry Honors	1	86	45%	50%
German IV Honors	1	16	100%	33%
Math Analysis Honors	2	124	56%	56%
Sophomore Honors English	2	114	56%	67%
<b>Total</b>	<b>20</b>	<b>487</b>	<b>58%</b>	<b>60%</b>

*Source: Eureka City Schools, 2022.*

While nationwide school districts are attempting both to offer more AP and honor courses and to enroll more of their students in them, the procedures, the regulations, the restrictions that Eureka High School imposes can be viewed as disproportionately discouraging students of color from taking advanced courses (Exhibit 4-3). This stance becomes mutually reinforcing when students from diverse backgrounds who may be capable of AP work stay away from AP classes that historically have lower rates of diversity.

**Exhibit 4-3**  
**Enrollment Requirements for AP and Honors Courses at Eureka High School – 2022-23**

Course Name	Requirements for Enrollments				
	Previous Grades	Teacher Approval or Recommendation	AP Fees <sup>3</sup>	AP Course Contract	Summer Assignments
AP Art History			X	X	
AP Biology	X	X	X	X	
AP Calculus	X		X	X	
AP English Language and Composition	X	X	X	X	X
AP English Literature and Composition	X	X	X	X	X
AP Environment Science	X		X	X	
AP Government and Politics	X		X	X	
AP Music Theory		X	X	X	
AP Music Theory Honors		X			
AP Spanish IV	X	X			
AP Statistics	X	X	X	X	
AP US History/Geography	X	X	X	X	X
AP World History/Geography	X	X	X	X	
Chemistry Honors	X				
German IV Honors	X				
Math Analysis Honors	X	X			
Sophomore Honors English	X	X			

*Source: Eureka High School Course Catalog Descriptions, 2022-23.*

During pre-registration for the next year's course work, an ECS student who elects to enroll for the first time in an AP or Honors course is usually scheduled to meet individually with a counselor who both ensures that the student's previous academic standings in similar or related courses are acceptable and that the student knows the expectations and rigors of the course once the school year begins. The counselor further explains that dropping the course after it begins will be dependent on the decision of a meeting of an administrator, the AP teacher, the student, and a parent as well as the ability to place the student in another non-AP class that has space available.

Counselors tell students enrolling in AP courses about the \$96 fee (\$40 for free and reduced lunch students) that must be paid by students who will participate in the College Board's national AP exam program at the end of the course. Following this conference, an "AP Course Agreement," or "contract," which details further the enrollment requirements, is given to the student for discussion and signature by both the student and parents or guardians and which must be returned to the school before

<sup>3</sup> Charged if the student plans to take College Board AP exam in subject matter to possibly earn college credit.

registration for the course is finalized. The contract asks for affirmation that students and their parents understand the “prerequisites,” and the course description, and that they are aware of the time and effort required, the rigors of the work in the course, including possible summer assignments, and that some students may need before and/or after school tutoring. Some students view this orientation as counterproductive or “Do you really want to take this course?” In the focus group, Eureka High School students noted that “no one” is pushed to take advanced courses but also that the discussions about the rigor of advanced courses can be intimidating.

On the survey, only a strong majority of white and African-American students felt that their teachers had expectations of them (Exhibit 4-4). This was echoed in the Eureka High School focus group, where students noted that teacher expectations of students in the non-advanced (termed “normal”) courses were generally viewed as low.

**Exhibit 4-4**  
**ECS Survey Responses Related to Teacher Expectations**

Survey Statement	Respondent Group	Percent Strongly Agreed + Percent Agreed
My teachers have high expectations of me.	White Students	68%
	Hispanic Students	54%
	Native American Students	52%
	African-American Students	69%
	Hmong Students	51%
	Multiracial Students	46%

*Source: Prismatic Surveys, 2022.*

If Eureka High School had non-White student enrollments in its advanced courses that at least matched its 53% non-White student body and all currently enrolled White students retained their seats, an additional 137 non-White students would be taking advanced courses (Exhibit 4-5).

**Exhibit 4-5**  
**Potential Non-White Enrollment in AP and Honors Courses at Eureka High School**

Course	Current				Additional Non-White Students to Achieve 53% of Course Enrollment
	# Enrolled	% White	# White	# Non-White	
AP Calculus A/B	101	43%	44	57	
AP English Composition	32	69%	23	9	17
AP English Literature	172	61%	105	67	52
AP Environmental Science	57	72%	42	15	33
AP Government	60	59%	36	24	17
AP Spanish IV	51	29%	15	36	
AP Statistics	24	68%	17	7	13
AP US History/Geography	107	68%	73	34	49
AP World History/Geography	57	60%	35	22	18
Chemistry Honors	86	50%	43	43	6
German IV Honors	16	33%	6	10	
Math Analysis Honors	124	56%	70	54	25
Sophomore Honors English	114	67%	77	37	50
<b>Total</b>	<b>487</b>	<b>60%</b>	<b>293</b>	<b>194</b>	<b>137</b>

*Source: Eureka City Schools, 2022.*

Research continues to explore why students of color are under-represented in the advanced coursework that can prepare them for success in college and careers. Systemic obstacles that block students of color from enrolling or wanting to enroll in advanced classes include:

- ◆ not enough seats in the class or there are too few sections of the specific course offered
- ◆ school leadership overly relying on the recommendations of teachers and counselors whose judgements may be shaped by implicit or explicit racial bias
- ◆ testing and grading practices that produce assessment and grading biases
- ◆ lack of access to diverse educators
- ◆ inequitable access to quality early childhood opportunities and experiences affecting the way educators identify giftedness
- ◆ lack of communication in the home languages of families about the advanced opportunities<sup>4</sup>

<sup>4</sup> The Education Trust: Black and Latino Students Shut Out of Advanced Coursework Opportunities. Jan. 9, 2020. Accessed online at [edtrust.org](http://edtrust.org).

## RECOMMENDATION

**Eliminate those elements of the high school prerequisites that could be barriers to equitable student enrollment and actively identify and recruit more diverse students to enroll in AP and Honors courses.**

District leadership and Eureka High School leaders should:

- ◆ encourage more equitable enrollment policies and practices such as identifying students for advanced courses by using multiple measures other than previous grades
- ◆ eliminate teacher recommendations as a course enrollment requirement in order to guard against potential implicit bias
- ◆ cover the costs of exams, before and after school tutoring, and transportation to eliminate expenses of enrollment in advanced course opportunities
- ◆ share information about enrolling in advanced coursework opportunities in families' home languages
- ◆ invest in increasing the diversity of the teacher workforce since students of color are more likely to be referred for advanced coursework when they have a teacher of color
- ◆ assign more teachers of color to teach AP and Honors courses
- ◆ ensure that students from low-income backgrounds have trusted adults as mentors
- ◆ provide professional development to all campus educators about proactively identifying students of color for advanced courses
- ◆ use culturally relevant curricula and instructional practices

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING 4-3

ECS students are screened and identified for GATE as early as the 4<sup>th</sup> grade. However, they are mainstreamed with their peers and lack access to an advanced rigorous curriculum. Offering advanced courses is not required to meet the academic needs of gifted or advanced learners. Differentiation within a classroom allows learners to be challenged at an appropriate level. The adaption of the level of depth, types of resources, types of tasks, and structure of the learning environment by a teacher with appropriate training, allows the educational needs of all learners to be met within the same classroom.

Recommendations from The National Association for Gifted Children include that each school should have:

- ◆ appropriate resources created for gifted learners
- ◆ appropriate professional development to ensure all teachers understand differentiation, and the needs of gifted learners

- ♦ curriculum support personnel available to support teachers with appropriate coaching in differentiation, meeting the needs of learners, and utilizing available resources<sup>5</sup>

Currently, the district does not offer advanced courses for students until they enter 8<sup>th</sup> grade. However, the middle schools lack sufficient school counselors who advocate for and encourage economically disadvantaged students to participate in advanced coursework. Not having a school counselor at the middle school level to guide students in course selection is an inequitable approach to advancing students in rigorous classes.

ECS schools spend more time on pullouts for interventions rather than accelerations for identified gifted students. Zane Middle School offers the SLI program, two periods of language integration. Spanish is an option at Winship Middle School for high school credit, but not other languages or courses.

Good curriculum and instruction for gifted learners begins with good curriculum and instruction.<sup>6</sup> A differentiated curriculum considers how students learn by looking at their unique learning styles, multiple intelligences, gender, and culture. It adjusts the one-size-fits all curriculum approach of the curriculum to fit the diversity of the children.<sup>7</sup> According to the National Association for Gifted Children,<sup>8</sup> between six and ten percent of students are gifted.<sup>9</sup> Contrary to some common misconceptions, gifted students often need a different educational approach in order to be engaged and succeed in the classroom.<sup>10</sup>

Research supports the importance of gifted programs. Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school. According to one report on high-achieving students, more than seven in ten teachers of these students surveyed noted that their brightest students were not challenged or given a chance to “thrive” in their classrooms.<sup>11</sup> Additionally, gifted students need gifted programming in many cases because the “general education program is not yet ready to meet the needs of gifted students” due to the lack of general educators’ training in gifted education and the pressure classroom teachers face to raise the performance of their struggling students.<sup>12</sup>

## RECOMMENDATIONS

**Develop curricula that include research-based instructional strategies to meet the diverse needs of students. Offer students identified as GATE in grades 4-8 an enrichment course that will advance their**

<sup>5</sup> <http://files.eric.ed.gov/fulltext/ED600146.pdf>

<sup>6</sup> Tomlinson, C. A. (2005). Quality curriculum and instruction for highly able students. *Theory into practice*, 44(2), 160-166.

<sup>7</sup> Stone, S. J. (2018). Differentiated Instruction: A Band-Aid Approach for a Flawed System. *International Journal of the Whole Child*, 3(1), 19-29.

<sup>8</sup> [www.nagc.org](http://www.nagc.org)

<sup>9</sup> <https://www.k12dive.com/news/identifying-gifted-and-talented-students-with-equity-proves-difficult/413434/#:~:text=According%20to%20the%20National%20Association,organization%20collects%20these%20student%20statistics.>

<sup>10</sup> <https://www.nagc.org/myths-about-gifted-students>

<sup>11</sup> Loveless, T., Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB*. Washington, DC: Thomas B. Fordham Institute.

<sup>12</sup> Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. Callahan (Eds.), *Fundamentals of gifted education* (pp. 1–10). New York, NY: Routledge.

### **conceptual understanding, computational fluency, mathematical reasoning, and problem-solving skills.**

ECS elementary and middle schools should adopt a more student-centered approach to accelerate learning for gifted students. Assuming the national statistics apply in ECS, between 136 and 227 K-8 ECS students are gifted and in need of a specialized approach to their learning.

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **FINDING 4-4**

Both middle schools and the high school offer a “zero hour” course but do not provide student transportation so that all students can participate if they want to. Students generally characterized zero hour as a chance to get additional electives.

In 2019, California adopted Senate Bill 328, which forbade high schools in the state from beginning regular instruction prior to 8:30 am and middle schools from beginning prior to 8:00 am. This law was passed in recognition of the unique circadian rhythms of adolescence and was supported by research. Since 2014, the American Academy of Pediatrics has recommended that middle and high schools not start before 8:30 a.m. As noted in their policy statement, “the evidence strongly implicates earlier school start times...as a key modifiable contributor to insufficient sleep.”<sup>13</sup>

ECS has complied with Senate Bill 328, beginning high school at 8:30 am and middle school at 8:40 am. ECS has also implemented an optional “zero hour” at the middle schools and the high school, which is allowable under the law. This optional period offers students an opportunity to take an additional elective. The district has limited the courses available during zero hour – at the middle school only PE and jazz band are available. At Eureka High School, zero hour starts at 7:26 am, well before the recommended 8:30 am start time. At the middle schools, zero hour starts at 7:52 am, slightly before the recommended 8:00 am start time.

None of the ECS secondary schools offer transportation to zero hour. This is inherently inequitable, as only students with non-ECS transportation or those who live within the school walk zone can take advantage of zero hour. ECS currently operates a 2-mile radius around each school as a walk zone. As shown in Exhibit 4-6, a substantial number of ECS secondary students live outside that walk zone. The district did not provide the socio-economic status of students who live outside the respective walk zones, but substantial percentages of the students are students of color.

<sup>13</sup> <https://pediatrics.aappublications.org/content/pediatrics/early/2014/08/19/peds.2014-1697.full.pdf>

**Exhibit 4-6**  
**Students Who Live Outside the Transportation Zone, 2022-23**

<b>School</b>	<b># of Students Outside Walk Zone</b>	<b>% Non-White Students Outside Walk Zone</b>
Winship Middle	298	50%
Zane Middle	55	58%
Eureka High	425	44%
Zoe Barnum High	27	56%
<b>Total</b>	<b>805</b>	<b>48%</b>

*Source: Eureka City Schools, 2022.*

## RECOMMENDATION

**Limit or eliminate zero hour both to better promote student opportunity equity and to honor the intent of the state’s mandated secondary school start time.**

The district should first consider the elimination of zero hour in order to honor the intent of not having secondary students attend school in a pattern that is contrary to their circadian rhythms. At the high school, the district should consider alternatives to scheduling classes in the early morning hours. Any option, including keeping a limited number of high school courses in the current zero hour timeframe, should include the provision of transportation for students. As the start time for middle school zero hour is close to the state law of 8:00 am, the district could consider keeping it for middle schools, if transportation is made available to all students who wish to take a zero hour course.

## FISCAL IMPACT

The exact fiscal impact of this recommendation is uncertain. Eliminating all zero hour offerings could reduce staffing costs. Keeping zero hour could result in some additional transportation costs, ones that cannot be quantified without a detailed analysis of existing and future bus routing assignments.

## Section B

### Grouping Practices and Instruction

Eureka City Schools is moving towards an inclusive instructional model to mainstream students with disabilities and English language learners as much as possible. Students' individual needs dictate the support they need to meet their academic goals.

## FINDING 4-5

ECS students with disabilities and English Language Learners are clustered in some elementary classrooms, and a few middle and high school classrooms use a co-teaching model. All students receive Tier I instruction, but little differentiation of instruction exists to successfully teach students with disabilities, economically disadvantaged, or English language learners.

Since the on-site work of the Prismatic team, there have been efforts by ECS district staff in this area. The district began offering training on co-teaching and inclusive instructional strategies for co-teacher

teams and administrators. The special education team is moving towards the co-teaching model for students who need more intensive services.

Cluster grouping helps to maximize student learning time with interventionists. Both middle school principals developed a master schedule with a collaborative prep time for teachers. The middle school schedule also includes time for reading and math interventionists to push in or out depending on needs. By using the push-in and clustering models, the loss of instructional time in student transitions is limited, particularly for English language learners.

Cluster grouping can be used at all grade levels and subject areas. Clustering helps all students improve academic achievement and educational self-efficacy.<sup>14</sup> The co-teaching model used in special education requires expert knowledge, and the co-teachers must be able to collaborate to implement the model through effective co-planning, co-instructing, and co-assessing.<sup>15</sup>

## RECOMMENDATION

**Obtain high quality training for all special education teachers and a few teachers from each building on the co-teaching model to build teacher capacity within the schools.**

As with most things, without training in it, teachers will not be able to be highly effective in implementing co-teaching. The district should prioritize co-teaching training for all its special education teachers and a select group of regular classroom teachers. The district should pursue this training via in-person and online resources, such as those available at 2Teach.<sup>16</sup>

## FISCAL IMPACT

This recommendation can be implemented using existing resources the district is using for co-teaching and inclusion training.

## FINDING 4-6

Because of the district's persistent low reading and math scores, these subjects have become a priority for elementary schools at the expense of science and social studies. This has created a potentially less exciting learning environment for elementary students.

On average, reading is taught for 135 minutes, and math for 78 minutes daily in ECS elementary schools in grades 3-5 (Exhibit 4-7). Alice Birney and Lafayette's math block include 30 minutes of math fluency practice in IXL.

<sup>14</sup> Gentry, M. (2021). *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and improving teacher practices*. Routledge.

<sup>15</sup> Brendle, J., Lock, R., & Piazza, K. (2017). A study of co-teaching identifying effective implementation strategies. *International Journal of Special Education*, 32(3), 538-550.

<sup>16</sup> <https://2teachllc.com/resources>

**Exhibit 4-7**  
**Average Reading and Math Instructional Minutes in Elementary Schools, Grades 3-5**

School	Reading	Math
Alice Birney	120 minutes	60 minutes
Grant	150 minutes	90 minutes
Lafayette	120 minutes	70 minutes
Washington	150 minutes	90 minutes

*Source: Eureka City Schools, 2022.*

ECS adopted the Fountas Pinnell Curriculum for students in grades K-5 to address equity issues in literacy. However, Fountas and Pinnell is a national literacy program designed to remediate and promote increased reading levels for students falling below the reading benchmark. The Fountas Pinnell provides rich, multicultural texts and images, but the curriculum lacks foundational literacy skills to build reading comprehension and fluency. District leadership has presented recently to the school board on the shortcomings of the Fountas Pinnell curriculum.

Because Fountas Pinnell does not meet student needs, the district is stuck with an unaligned and inequitable reading resource. Schools found the need to supplement the deficits of Fountas Pinnell by purchasing decodables to address phonemic awareness gaps in the primary grade levels across the division until the district is eligible to adopt a new ELA program in 2027.

The misalignment of the Fountas and Pinnell Curriculum (FPC) has also widened the literacy gap for the district. Inconsistent science instruction at the elementary schools misses the opportunity to better engage students in the performance expectations of the CAST (California Science Test) taken in the spring of 5<sup>th</sup> grade.

Science and social studies are taught in units at some elementary schools, but there is no consistency across the schools. For example, Alice Birney ES has science and social studies built into the master schedule on average for 45 minutes per week. Not all elementary schools have allotted time for those subjects. The district has adopted the Teacher's Curriculum Institute (TCI) for history and FOSS kits for science. Some teachers are integrating social studies into their ELA block with TCI, but since it is not a priority, principals have not observed the usage of TCI inside classrooms. Additionally, the FOSS kits were purchased without training on how to unpack, set up, and teach the lessons, and therefore, many teachers are instead using Mystery Science.

In the spring, students in 5<sup>th</sup> grade will be assessed on the 45 performance expectations from CAST. The test includes foundational concepts from K-2 and scientific concepts from grades 3-5. CAST's purpose is for students to demonstrate knowledge and skills in science education at every grade level.<sup>17</sup> ECS students will be at a disadvantage on the CAST, since science has largely not been a focus in the elementary curriculum.

## RECOMMENDATION

**Weave elementary science and social studies content into English and math and ensure that it is correlated with California standards using a cross-curricular approach.**

<sup>17</sup> CAST Assessment Fact Sheet. Retrieved from <https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>

In order to implement this recommendation, the district should:

- ◆ obtain training in the use of the TCI’s curriculum and the FOSS science kits
- ◆ develop district expectations for the number of minutes science and social studies should be taught each week at the elementary level
- ◆ develop district expectations and criteria for measuring the success of science and social studies implementation
- ◆ have students showcase learning in science or social studies by demonstrating a hands-on activity or presentation at the school board meetings

#### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **Section C**

#### **Instructional Time Utilization**

Strong foundational literacy reduces the need for intervention or remediation. Developing literate students in the primary grades will shift the focus from intervention to increasing reading comprehension and fluency at the elementary level.

#### **FINDING 4-7**

Elementary ECS students are losing instructional time with reading intervention pull-outs. This likely contributes to low reading achievement because they are not getting the full benefits of guided reading time.

Currently, Grant ES shares a math interventionist with Lafayette ES, and Alice Birney ES lacks a math interventionist. The interventionists use pull-out and push-in models based on student needs during guided reading. There are no guided groups during the hour of math instruction. Therefore, when students are pulled out during this time, they receive about 30 minutes of math instruction each day which causes inequities in the number of service minutes provided to students falling below benchmarks in math.

All elementary schools use the push-in and pull-out models for reading interventions based on students’ needs. Students are grouped by reading levels from multiple classrooms and grade spans. Additionally, they use a data tracking sheet to monitor students reading below level. However, all the elementary schools are inconsistently pulling students out for reading interventions during most of their guided reading time for interventions. At this time, students receive small group reading instruction on their level.

The number of minutes dedicated to reading varies among elementary schools. Instructional time lost at Alice Birney ES is due to the number of students needing interventions and the inequities in the staff as compared to other elementary schools that provide interventions. Instructional time lost at Lafayette ES is partly because of the transition time of service providers using the pull-out model. Additionally, the

time required for English language learners to get instructional support within the classroom is due to the large number of students requiring service.

## RECOMMENDATION

**Limit the use of pull-outs to only intensive services and required services, and not during core reading and math instruction for no more and no more than 30 minutes at a time.**

Teachers should push-in as much as possible to not detract students from core instruction. The pull-out model should be used only for intensive services for no more than 30 minutes at a time daily, preferably during the beginning or last 30 minutes of the 1.5-hour guided reading time. This will ensure that students spend time in on-level text. To increase literacy across the district, ECS should require all teachers in grades K-3 to participate in LETRS training to develop their professional knowledge in foundation literacy including phonics, vocabulary, reading comprehension, writing, and fluency. Teachers will be trained in the science of reading and help minimize the need for interventions.

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## Section D Individual Difference Considerations

In the classroom, individual difference considerations includes an assessment of whether funding matches individual student needs. This is covered in Chapter 5 of this report. Individual difference considerations outside the classroom include providing equitable opportunities for all students to participate in a rich offering of extracurricular activities.

## FINDING 4-8

Both Winship and Zane Middle Schools and Eureka High School endorse and support specific student clubs that include opportunities for social-emotional support among black, Latino, Indian, Asian, LGBTQ+, transgender, and other cultural and ethnic minority students. At all three schools, time is allocated for clubs to meet during lunch periods rather than after school so that the inequity inherent in after-school programming when no transportation services are provided is eliminated.

Clubs at all schools meet on designated days during the lunch period, but the time is limited at the middle schools which only schedules 30 minutes for lunch. The longer lunch time at the high school provides longer club meetings.

At both middle schools, four ethnic or cultural appreciation clubs as well groups that attract socially marginalized students and socializations clubs have regularly planned meetings: Asian Awareness Club, LGBTQ Plus, Latinx, and Native Americans.

Of the 22 student clubs at the high school, seven are devoted to ethnic and cultural socialization:

- ◆ AAPI – Asian and Pacific Islander
- ◆ BSU – Black Student Union
- ◆ Hmong Club

- ◆ Latinx
- ◆ Native American Club
- ◆ LGBTQ Plus
- ◆ YEAH! – (Youth Educating Against Homophobia)

Other high school student groups attract members and meet because of their mutual interests in FFA, music, art, drama, cooking, mindfulness, careers, table games, pep clubs, mountain biking, science, team sports, and environmental awareness.

In addition to providing safe and supportive environments for students to express themselves and practice important social and emotional skills, student-led clubs in secondary schools give students opportunities to foster their sense of purpose, self-esteem, and action and intervention. Research on the efficacy of clubs in secondary schools finds that clubs can be an impactful means of getting students more engaged with school and of linking extracurricular opportunities to student engagement and to social emotional learning.<sup>18</sup>

### COMMENDATION

**Both ECS middle schools and Eureka High School offer time during the school day for student clubs, which supports equity of access.**

## Section E

### Special Programs and Services Delivery

All elementary and middle schools in Eureka City Schools offer afterschool programs at no cost to families. The programs serve approximately 30 percent of students in grades K-8. Meals are provided to students attending through the school nutrition supper program. The afterschool program is funded by the California Department of Education After School Education and Safety Grant.

### FINDING 4-9

The afterschool program does not currently have the capacity to serve all students who apply. As the waitlists vary across the schools, this lack of capacity is inequitable.

The elementary and middle schools offer afterschool programming, but both the number of afterschool seats and the waitlists vary (Exhibit 4-8). When selecting students to enroll, consideration is first given to foster and homeless youth, students with academic needs, students from families with financial needs, and students needing support because of parent work schedules. However, the district cannot be certain that those students remaining on the waitlist do not also have needs, if only for a supervised, safe place after school.

<sup>18</sup> <https://edpolicy.stanford.edu/publications/pubs/1310>

**Exhibit 4-8**  
**ECS Afterschool Statistics**

<b>School</b>	<b>Student Enrollment</b>	<b>Afterschool Enrollment</b>	<b># Waitlisted Students</b>	<b>% Students in Afterschool</b>	<b>% Economically Disadvantaged</b>
Alice Burney ES	390	131	31	34%	90%
Grant ES	250	103	21	41%	78%
Lafayette ES	251	111	1	44%	86%
Washington ES	490	160	69	33%	67%
Winship MS	417	78	0	19%	66%
Zane MS	467	105	3	22%	74%
<b>ECS K-8</b>	<b>2,265</b>	<b>688</b>	<b>125</b>	<b>30%</b>	<b>75%</b>

*Source: Eureka City Schools, 2022.*

The number of students enrolled in the afterschool program at each school does not coincide with the total number of students enrolled at the school, nor with the overall number of students enrolled who are economically disadvantaged. The district currently maintains a 1-to-10 staff-to-student ratio for students younger than 1<sup>st</sup> grade. A staff-to-student ratio of 1-to-20 is used for students in 1<sup>st</sup> through 8<sup>th</sup> grades.

Availability of staff has prevented afterschool programs from enrolling all students who apply. District leadership noted that it has been seeking additional staff members, relying primarily on college students to fill roles. The district has also sought teachers to fill spots, but they have largely been uninterested.

#### **RECOMMENDATION**

**Hire additional staff to accommodate students currently on the waitlist to provide equitable access to afterschool programming across all K-8 schools by focusing on recruiting outside the district's usual channels.**

Afterschool programs should work with the human resource department and local community to recruit and hire additional staff. Because the traditional staff sources (college students and teachers) have not been sufficient, the district should now seek to hire outside those groups. Current ECSs part-time staff and local community members may offer viable options for filling vacancies for afterschool programs.

#### **FISCAL IMPACT**

In order to enroll all students currently on the waitlist, approximately 6 additional staff members need to be employed by ECS for 3 hours per day. The consulting team estimates this will require an additional \$18,900 per employee (assuming \$35/hour).

<b>Recommendation</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
Add 8 Staff for Afterschool Program	(\$113,400)	(\$113,400)	(\$113,400)	(\$113,400)	(\$113,400)

# Chapter 5

## Resource Equity

This chapter addresses resource equity of Eureka City Schools in the following sections:

- A. Financial and Funding Resources
- B. Materials and Facilities

Prismatic consultants explored these kinds of questions in assessing resource equity:

<b>Financial and Funding Resources</b>	<ul style="list-style-type: none"><li>◆ Do some schools in the district enjoy substantially greater support from parent groups? If so, does the district cover the gap at the other schools?</li><li>◆ Are there any course activities that require student payments (e.g., lab fees)?</li><li>◆ How does per student instructional spending vary by campus?</li><li>◆ How does overall per student spending vary by campus?</li><li>◆ Does the budgeting process consider needs for student equity?</li><li>◆ Is school funding distributed based on measurable outcomes and requirements across programs?</li><li>◆ Do all parents have the opportunity to engage in their child's education?</li><li>◆ Are school communications provided in languages spoken by families?</li><li>◆ Are multiple methods of communications available (print, website, text, phone) and in multiple languages?</li></ul>
<b>Materials and Facilities</b>	<ul style="list-style-type: none"><li>◆ How many books does each campus library have? How many books per student?</li><li>◆ What is the average age of books in each campus library?</li><li>◆ What is the average age and state of repair of each campus? How does this compare to campus demographics? Are some type of students assigned to predominantly in older or less maintained facilities?</li><li>◆ Are facilities equal or equitable in special features such as computer labs, SmartBoards, projectors, after-hours library access, laboratory equipment, etc.?</li></ul>

Resource equity covered these areas of the ECS RFP:

- ◆ *Assessment of financial resources distributed across the district. Provide recommendations on best practice strategies on how to equitably allocate resources across schools – in accordance with the ECS Strategic Plan.*
- ◆ *Review family and community engagement practices and provide recommendations on strategies for creating a safe and welcoming environment for families of color.*

## Section A

### Financial and Funding Resource

The audit report for 2020-21 noted that ECS enrollment declined in 2020-21 and has projected continued enrollment decreases, which negatively influences overall funding levels. In conformance with

State of California requirements, the district prepares an annual budget not only for the coming fiscal year, but also includes projections for revenues and expenditures for the two fiscal years after that.

#### **FINDING 5-1**

As part of their sharing of financial information, central office leaders visit ECS schools multiple times per year to review budget matters. This level of commitment to two-way communication helps ensure that needs related to supporting equity of resource allocation are met.

The ECS assistant superintendent for business services and the director of fiscal services go to each school site 4-5 times per school year. They primarily meet with the principal and the principal's secretary to review budget matters and discuss concerns.

#### **COMMENDATION**

**Visiting school campuses 4-5 times a year facilitates communication regarding budget management between central office leaders and school staff.**



**FINDING 5-2**

The district’s budgeting and financial reporting methodologies do not easily allow the district to communicate its DEI priorities or efforts.

Although ECS has various funding streams available to support diversity, equity, and inclusion (DEI) efforts, it does not track that funding in a way that enables it to report on it coherently to constituents. This could leave the impression that the district is not working to provide equitable supports for all students.

ECS receives funding from various local, state, and federal sources. Exhibit 5-1 details the various grant funds ECS has received that are related to DEI.

**Exhibit 5-1**  
**ECS Funding Sources to Support a Diverse Range of Students**

<b>Funding Title</b>	<b>Amount</b>	<b>One-Time or Annually Recurring</b>	<b>Description</b>
Title I	\$1,651,000	Annual	Funding based on the number of low-income students to provide additional resources for these students
Perkins	\$65,252	Annual	Funding to provide Career Technical Education (CTE) resources
Rural and Low Income	\$83,380	Annual	Funding to provide additional resources to students
Title III EL	\$69,615	Annual	Funding to provide additional resources to English Learner Students
Indian Ed	\$151,486	Annual	Promote and support both Native American students and Native American Studies in the classroom
Homeless Children	\$75,312	Annual	Support students by providing resources including obtaining licensing, transport, food, etc.
CTEIG	\$215,376	Annual	Funding for CTE courses and equipment
SWP	\$77,116	One-Time	Funding for CTE courses and equipment
Ethnic Studies	\$34,617	One-Time	Funding to develop high school course material focusing on ethnic studies
Wild Rivers Indian Grant	\$139,906	Annual	Grant with local Native American organizations to provide educational resources to Native American students
Bridges	\$297,860	One-Time	Funding for a Mental Health Coordinator and Family Support Coach
Ag Incentive Grant	\$10,963	Annual	Funding for CTEIG supplies specifically for the agricultural program
CREATE Grant	\$1,019,000	One-Time	Grant to facilitate artistic growth at school sites

<b>Funding Title</b>	<b>Amount</b>	<b>One-Time or Annually Recurring</b>	<b>Description</b>
Arts and Education	\$2,192,000	One-Time	Grant to facilitate artistic growth at school sites
CCSPP	\$3,500,000	One-Time	Funding to develop community school program at lower income elementary schools, specifically Alice Birney, Grant, and Lafayette
Comprehensive School Improvement Grant	\$347,000	One-Time	Funding for additional resources at the continuation school (mainly an additional advisor on campus)
Emergency Connectivity Fund	\$680,000	One-Time	Funding for 1-to-1 Chromebooks for all students, as well as mobile hotspots for students without home internet connections
Wellness Center Initiative	\$5,400,000	One-Time	(Application submitted but results pending) Funding for a wellness center at each school site to provide mental health services, including a psychologist
Mental Health Demonstration	\$2,288,500	One-Time	Multi-year grant for one-on-one psychologist support to students
Supporting Inclusive Practices Grant	\$18,000	Annual	Funding for materials and supplies to PreK program at Winzler site
A-G Block Grant	\$298,000	One-Time	Funding for training and programs focused on increasing the number of high school graduates who qualify for colleges. (A-G courses are the requirements needed to apply for CSU and UC)
ASES	\$741,000	Annual	Funding for afterschool programming
Differentiated Assistance	\$60,000	Annual	Consortium funding used to provide a Teacher on Special Assignment (TOSA) for one of low-income elementary sites each year
Expanded Learning Opportunities Program	\$2,035,957	Annual	Funding for afterschool and summer school enrichment programs for grades TK-6
Totals	\$5,615,247	Annual	
	\$15,836,093	One-Time	

Source: CFO, Eureka City Schools, 2022.

Nearly all staff with whom Prismatic communicated were aware of the 2015 settlement and its impact on DEI-related activities until at least 2018. Moreover, 79% of staff overall noted on the survey that their supervisor “is committed to and supports” DEI. Nevertheless, finding evidence of the district’s ongoing commitment to DEI work is challenging in the district’s budgeting and financial reporting processes. As it has been a number of years since the lawsuit was formally settled, it is difficult to discern direct DEI-related funding within the district’s budget, as many of these services are “baked-in” to the overall schools’ funding.

## RECOMMENDATION

### Modify coding and reporting on grants so that funding to support DEI efforts are clearly identified.

To be able to readily inform the public how the DEI-related grants help provide DEI services, the district should modify its coding of grant disbursements, so as to be able to keep a continuing information flow as to its DEI activities. While the formal lawsuit was settled some years ago, it would behoove the district to be able to clearly list its continuing efforts with respect to DEI, so the ECS public can be well informed.

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING 5-3

The district does not routinely analyze its instructional expenditures per student and compare them at the school level. This raises the possibility that instructional resources are not used equitably across schools.

ECS financial staff provided an accounting of instructional expenditures per student (Exhibit 5-2). As shown, schools of the same level (elementary, middle, high), have varying levels of per student funding. While the variances likely have reasonable explanations, they are not routinely explored or analyzed by district staff.

**Exhibit 5-2**  
**ECS Per Pupil Expenditures (PPE) on Instruction**

School	2020-21			2021-22		
	Expenditures	Enrollment	PPE	Expenditures	Enrollment	PPE
Alice Birney ES	\$2,099,511	381	\$5,511	\$2,467,481	392	\$6,295
Grant ES	\$1,514,204	245	\$6,180	\$1,852,664	250	\$7,411
Lafayette ES	\$1,259,795	238	\$5,293	\$1,868,879	246	\$7,597
Washington ES	\$2,302,638	449	\$5,128	\$2,889,160	490	\$5,896
Winship MS	\$1,736,587	366	\$4,745	\$2,200,834	420	\$5,240
Zane MS	\$2,531,148	547	\$4,627	\$2,637,577	467	\$5,648
Eureka HS	\$6,245,238	1,238	\$5,045	\$7,380,159	1,281	\$5,761
Zoe Barnum HS	\$527,269	76	\$6,938	\$647,629	73	\$8,872
<b>Total</b>	<b>\$18,216,389</b>	<b>3,540</b>	<b>\$5,146</b>	<b>\$21,944,383</b>	<b>3,619</b>	<b>\$6,064</b>

*Source: ECS financial office, 2022.*

District staff noted that this information is not regularly reported on at the site level. They also noted two challenges in compiling this information:

- ◆ There is a scaling concern, as all four elementary schools have one principal. This inflates the cost per student at relatively smaller sites, while bringing the per student cost down for the larger ones.
- ◆ Much of the supports provided to the sites comes from the administrative center and are not allocated to the said respective sites.

In discussing these issues with Prismatic, staff acknowledged that the current methodology does not easily enable an “apples-to-apples” comparison of sites at the same level.

District administration is recommending changing some of the enrollment boundaries. Doing so will create four elementary campuses that are closer in size than they are currently, thereby allowing more equal and equitable allocation of resources. The realignment will also close the gap in Unduplicated Pupil Percentage (the % of English learners, homeless and foster youth, and students from low-income households) across the four elementary schools, and further, improve the ethnic distribution across the sites.

## **RECOMMENDATION**

### **Develop reporting methodology to fairly assess instructional spending at each school site.**

The district should develop a reporting methodology that allows it to assure itself and its community that instructional spending is equitable across its schools. For example, this type of reporting would enable to quickly assess whether it was allocating more teachers or more senior teacher to one school versus another: In either case the overall instructional spend per student at the school would be noticeably higher.

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING 5-4**

The district does not fund all field trips. Instead, schools are responsible for providing some portion of the funding needed for field trips. Some hold fundraisers to support field trips. This is inherently unequitable.

The transportation director reported that, in normal times, the department provides approximately 220 field trips a year. Currently, due to the lack of drivers, fewer field trips are provided. Schools pay for field trips differently. Some use their class budget while others choose to fundraise. The director reported that the number of trips requested varies by elementary school, with some requesting more than others.

Requiring schools to fundraise to pay for learning enrichment opportunities leaves higher poverty schools at a disadvantage. They either lack the community resources to raise similar funding levels as lower poverty schools or, because their leaders are cognizant of the relatively higher levels of poverty they do not attempt to do as much fundraising. In either case, the result is the same: Students end up with fewer learning enrichment experiences.

## **RECOMMENDATION**

### **Provide schools with funding sufficient to cover field trips.**

The district should convene a meeting with the elementary principals to establish a framework for field trip budgets. The group could decide that each school will get X number of field trips per year or that each school will get Y dollars to use for field trips. The goal would be to establish an equitable process

and funding so that schools with higher levels of economically disadvantaged students do not face potentially fewer field trip opportunities.

### FISCAL IMPACT

This recommendation will have a fiscal impact, but it cannot yet be specifically determined.

### FINDING 5-5

ECS teachers are encouraged to communicate regularly with the families of the students they teach. This encouragement recognizes the substantial body of research showing that strong family engagement and a triangle of trust between the student, family, and teacher can effectively support student achievement.

At the high school’s Monday meeting, teachers are required to send five postcards home to selected parents and/or guardians. The postcards include the communication starter, “Something I observed about this student” and are intended to foster positive parent-teacher interactions.

Teachers at all ECS schools are encouraged to build rapport with families via phone calls, emails, and texts. For example, the principal of Alice Birney ES required all teachers to call parents at the beginning of the year to initiate the communication process and begin relationship building.

The district makes available a number of technologies to support communication efforts with families. Classroom teachers report that they frequently use most of them (Exhibit 5-3).

**Exhibit 5-3**  
**ECS Classroom Teacher Reported Use of Technology to Community with Students’ Families**

Method	Every Week	A Couple Times a Month	A Couple Times a Semester	Not Yet Used
Remind App	20%	6%	7%	64%
Class Dojo	4%	2%	1%	88%
Email	40%	34%	15%	12%
Phone Call	42%	38%	16%	4%
Handwritten or printed notes sent home with the student	24%	24%	23%	27%
Face-to-face when the parent comes to the school	37%	28%	27%	7%

*Source: Prismatic Survey, 2022.*

Forming a strong relationship with students’ families is a proven technique to increase student achievement. As noted in research, “such partnerships have been found to support student learning, improve schools, and assist families.”<sup>1</sup> This can be critically important for lower income families as well as those whose native language is not English, as they can initially be less knowledgeable about the education system and how to support their children’s education.

<sup>1</sup> Stefanski, A. et al. (2016). Beyond involvement and engagement: The role of the family in school-community partnerships.

## COMMENDATION

### ECS encourages teachers to form positive relationships with the families of students.

Moving forward, the district should consider further encouraging teachers to use the live phone translation service that is available. On the survey, only 5% of classroom teachers noted that they had used it in the previous year.

## FINDING 5-6

The district does not offer many of its written materials in any language beyond English. This marginalizes families whose home language is not English and creates a barrier to their full participation in their child's education.

The district website uses embedded translation software to translate items on its webpages (Exhibit 5-4). However, this does not translate any documents uploaded to the website. This incomplete effort to provide information to all ECS families leaves out any families who are not literate in English.

**Exhibit 5-4**  
**ECS Website Translation**

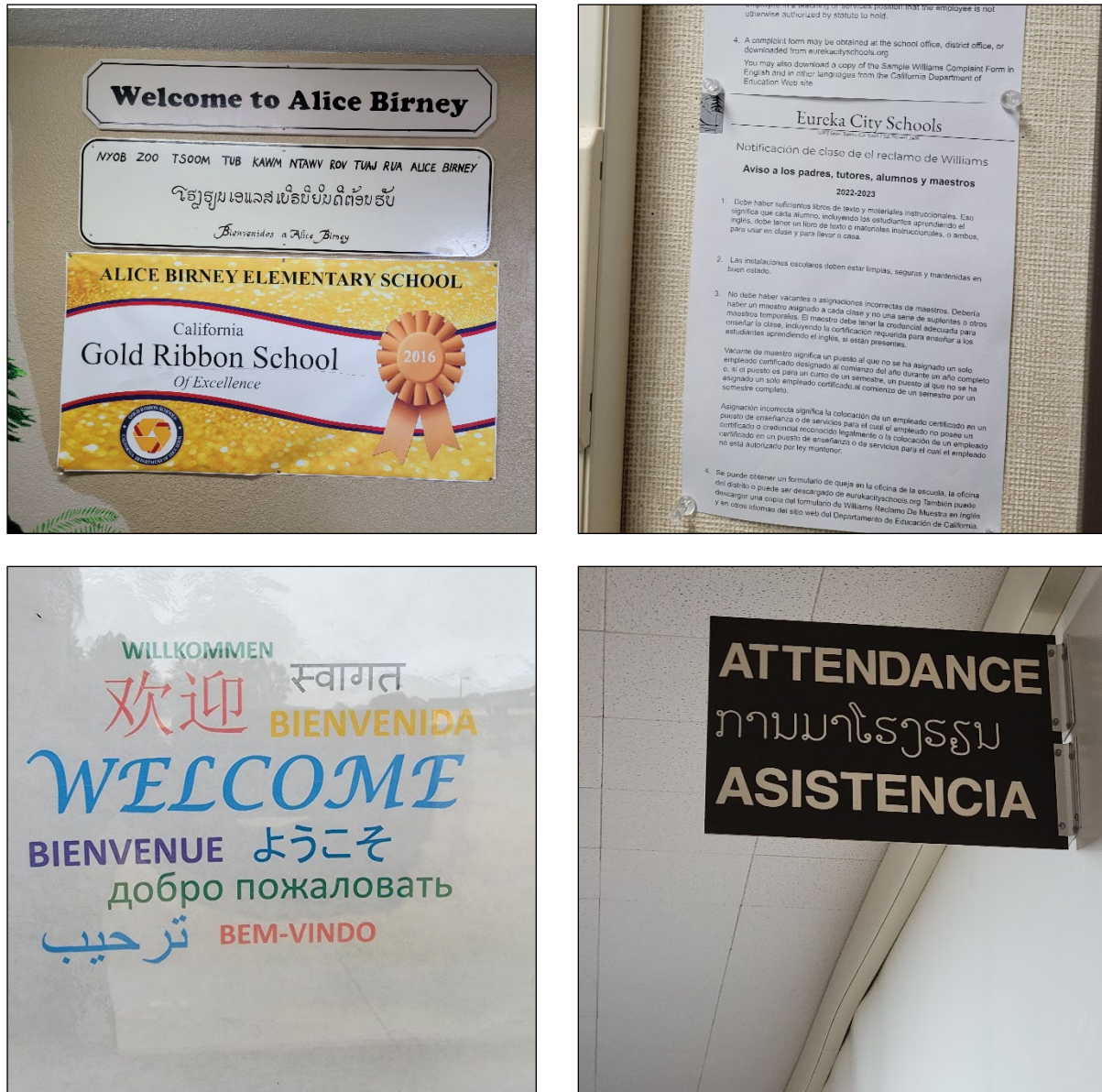


Source: ECS website, 2022.

In observations at each ECS school, Prismatic found only limited attempts to communicate importation information in a language other than English (Exhibit 5-5). Some schools had “welcome” signs in multiple

languages on their doors or in the main office, but few other materials in languages other than English. A few had some important documents posted in English and Spanish. The high school had some signage in multiple languages.

### Exhibit 5-5 ECS School Signage



Source: Prismatic, 2022.

Research has found that limited English proficiency is one of the greatest barriers to school engagement. Only by providing written communications (including websites, newsletters, and direct family

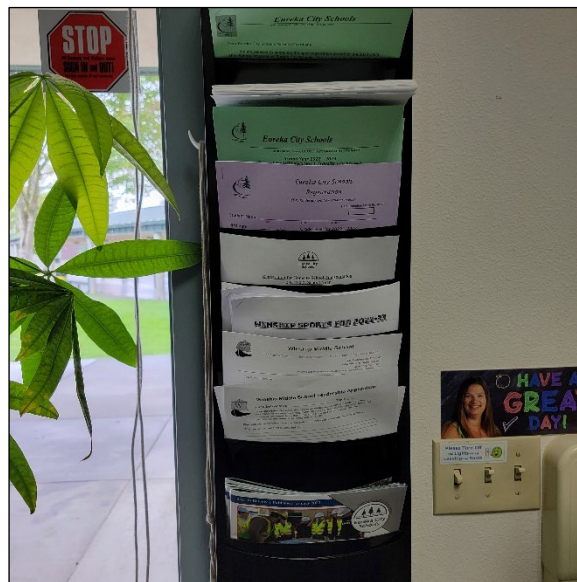
communications) in every relevant home language can a school district be assured that it has made sufficient efforts to directly inform the families it serves.<sup>2</sup>

## RECOMMENDATION

**Provide all communications in all languages represented by families of students in each school.**

ECS should provide each school front office with a display system that clearly identifies the language of the available printed materials, such as multiple wall folders, one labeled “English”, then “Spanish”, etc. (Exhibit 5-6) All downloadable materials on the district website should be translated into at least the top five languages used by families enrolled in the district.

**Exhibit 5-6**  
**Sample Suggested Wall Folders**



Source: Prismatic, 2022.

## FISCAL IMPACT

Services for document translation will need to be contracted to provide all communications in all languages represented by families of all students. The district would need to budget \$8,000 per year for document translation services. This amount could change if there is a significant change in the languages spoken by families.

Recommendation	2023-24	2024-25	2025-26	2026-27	2027-28
Provide documents in all languages spoken by families of students.	(\$8,000)	(\$8,000)	(\$8,000)	(\$8,000)	(\$8,000)

<sup>2</sup> State Support Network. (2018). *Strategies for equitable family engagement*.

**FINDING 5-7**

There is not a consistent avenue, either at the district or campus level, for parents to provide meaningful feedback regarding school or district issues. Many of the current family education activities involve one-way communication from the school/district to parents. Cultural differences and language barriers limit teacher/family communication.

On the surveys, secondary students and parents identified a variety of ways in which teachers communicate with parents (Exhibits 5-7 and 5-8). However, with the exception of the Remind App used by elementary teachers, none of the methods seemed to be frequently used by a majority of teachers. This was corroborated by teachers' self-reports on usage of communications tools. When asked what the school could do to make them feel more welcome, parents indicated that more communications from the school were needed.

**Exhibit 5-7****ECS Secondary Student Responses Regarding Teacher-Parent Communications, Previous 30 Days**

<b>Response</b>	<b>% Students</b>
None - my teachers have not contacted my parents/caregivers in the past month.	38%
Phone Call in English	25%
Email	22%
Phone calls using a live translation service to a language other than English	4%
Remind App	3%
Class Dojo	2%
Don't Know	26%
Other (please specify)	5%

Source: Prismatic Survey, 2022.

**Exhibit 5-8****ECS Parent Responses Regarding Teacher-Parent Communications, Previous 30 Days**

<b>Communication Method</b>	<b>% TK-Elementary</b>	<b>% Middle-High</b>
Remind App	62%	5%
Face-to-face when I visited the school	44%	25%
Handwritten or printed notes sent home with my child	41%	14%
Phone Call in English	39%	19%
Email	21%	23%
Class Dojo	9%	5%
Phone calls using a live translation service to a language other than English	5%	4%
Other (please specify)	5%	6%

Source: Prismatic Survey, 2022.

Thus, while the district has multiple methods for communicating “out,” these methods are not as widely used as they could be. When queried, ECS staff largely indicated that the district had few methods for regularly receiving input from families. This means that the communication loop in ECS is as yet

incomplete. Research has shown that “schools that establish regular listening sessions with families can help teachers improve their listening and relational skills with families and the community.”<sup>3</sup>

## RECOMMENDATION

**Implement district and campus-based “listening tours” to garner input from families and operationalize action items from the feedback.**

Listening tours are opportunities for parents to give feedback. The agenda is not asking for feedback on a specific topic. It is an open-ended opportunity for parents to respond to 4 questions regarding family engagement. The 4 questions are:

1. What can your school/district do to help you be more involved in your child's education?
2. If you could improve one thing about your school/district to help your child succeed, what would it be?
3. Does the school give equal opportunity to all students? Does the school seem to value equity? If not, what makes you say this?
4. What barriers are there to every child being successful? What suggestions do you have to remove the barriers?

Listening tours are scheduled at times when parents can participate and occur at every school. All parents are invited. The role of school employees is to listen and not respond nor defend comments from parents. In order for families to become true partners in the education of their children, they need opportunities to cultivate trusting relationships with ECS teachers and schools. The district should intentionally seek the input of families at each school as to how they would like to provide meaningful input.

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## Section B

### Materials and Facilities

In terms of facilities and classroom organization, Prismatic found strong similarities across the elementary campuses and also between the two middle schools. Schools at the same level have generally similar facilities and generally similar classroom resources. No large areas of disparity were noted. During observations, staff raised concerns regarding the quality of play surfaces at some of the elementary schools. Staff at Alice Burney ES noted problems with some kitchen equipment and the cramped layout of the front office. These issues were all known to central office leaders and did not seem to stem from inequitable treatment of the schools.

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<sup>3</sup> State Support Network. (2018). *Strategies for equitable family engagement*.

**FINDING 5-8**

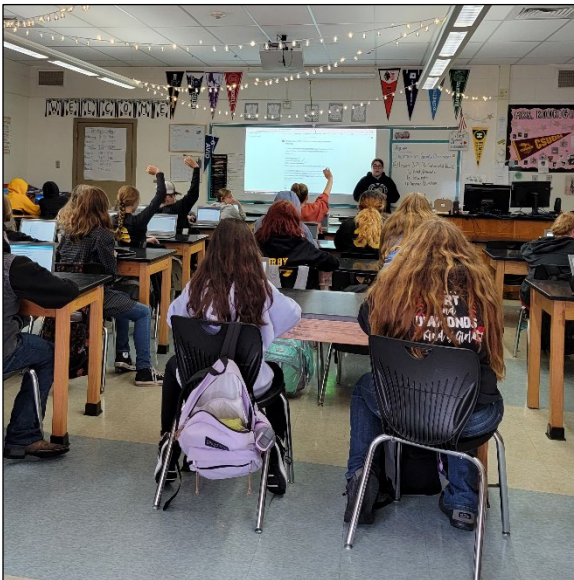
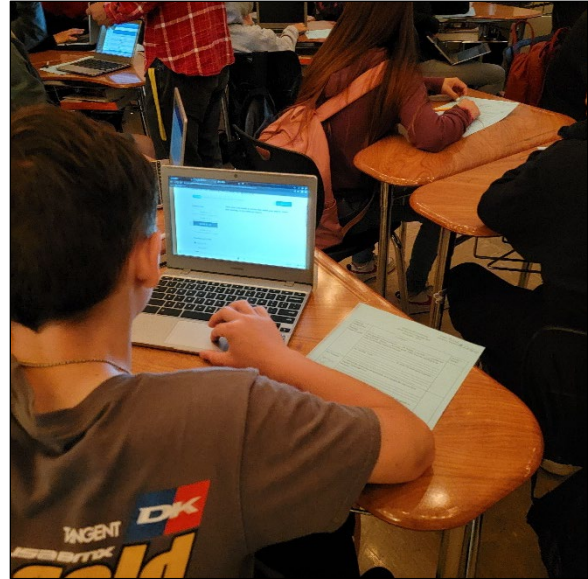
The district has made investments in classroom technology. Technology can often be an “equalizer” among students who enter the classroom with unequal preparation for learning. However, in observations at every school, Prismatic found little use of technology in the classroom. Prismatic found that the district is generally neither maximizing its technology use nor using its technology intentionally to support students from diverse backgrounds.

ECS students in grades 7-12 are provided with a Chromebook that they can use in class and take home. Students in grades 3-6 have access to a full class set of Chromebooks that can be used in the classroom. Students in grades TK-2 have access to 6-10 classroom devices. The standard classroom equipment includes:

- ◆ a teacher workstation with a desktop computer and two monitors
- ◆ a teacher Chromebook
- ◆ document camera
- ◆ projector

Beyond using the classroom projector to display directions (essentially replacing the whiteboard of old), Prismatic found some technology in use in a few classrooms (Exhibit 5-9). However, this was not the norm; technology was not in active use in most classrooms at the time of observation. Most classrooms resembled those shown in Exhibit 5-10. The lack of technology use was particularly noticeable in ECS elementary classrooms.

**Exhibit 5-9**  
**ECS Classrooms Using Technology**



Source: Prismatic, 2022.

### Exhibit 5-10 Typical ECS Classrooms



Source: Prismatic, 2022.

District technology staff noted that “only a handful of teachers” are highly competent with classroom technology. This could be why Prismatic found generally little use of technology during campus visits. District staff noted that wireless usage at the campuses is less than half what it was prior to the pandemic. This is another indication that technology is not used as widely as it could be.

The district has no structured procedures in place to evaluate staff, student, or parent use of, and satisfaction with technology available in the district. District technology staff can track some types of usage, but there is no formal process in place to evaluate technology use, either to make sure it is used equitably across student groups or that it is used at all. By not tracking technology use, the district lacks the kind of information that leads to sound decision-making and improvement.

#### RECOMMENDATION

##### **Develop procedures to assess technology use and satisfaction with the goal of establishing higher use.**

The district should track and analyze technology use in classrooms to ensure it has used its technology resources most effectively. This will also identify whether additional supports, such as training or improved infrastructure, are needed. The district should also implement a method to assess staff, student, and community satisfaction with technology-integrated classes and instruction. This knowledge could help inform future planning in technology acquisition and implementation.

With the onset of online assessments, web-based textbooks, and college and workplace requirements, students must be comfortable and adept at using computers, the Internet, and other technology resources. It is a fallacy that today’s students “already know” how to use technology to support and enhance their learning. In order for students to develop and build the necessary skills and comfort level, they must have reliable, consistent access and integrated use of technology. In addition to providing access to students, it is critical that the district identify what technologies are being used, provide

teachers with the tools and training to integrate those technologies into instruction, and evaluate whether or not these strategies result in student achievement gains.

In addition, a lack of technology resources at home is often a challenge for lower-income students. For this reason, the district should consider allowing all students in grades 3-6 to take district Chromebooks home. This would give them a chance to use the technology to bridge the potential technology gap at home.

### FISCAL IMPACT

This recommendation can be implemented with existing resources.

### FINDING 5-9

The district insufficiently tracks its library holdings, digital usage, and its library spending. This results in an inability to assure its community that library resources are equitably distributed.

Exhibit 5-11 provides the current listed print holdings for ECS schools. As shown, the middle schools have unequal library collections, despite similar enrollments. However, the district’s lead librarian noted that (concurring with Prismatic’s observation) the figures are likely overstated and potentially include print materials that have been lost, damaged, or weeded from school libraries but not removed from the software system that tracks print material inventory. This makes it difficult to draw any conclusions regarding the comparability of holdings across schools at similar levels.

**Exhibit 5-11**  
**ECS Library Holdings**

School	Library Collection Total
Eureka High School	16,921
Winship Middle School	8,939
Zane Middle School	13,709
Alice Birney Elementary	16,841
Grant Elementary	14,709
Lafayette Elementary	16,792
Washington Elementary	12,389

*Source: ECS Destiny, 2022.*

ECS libraries also offer online resources for students, but it varies between the two middle schools. Students at Zane MS have access to two online resources, Capstone and Abdo Digital, that were purchased using local funds to support distance learning. Winship MS does not offer these resources to their students.

At the high school, the district offers eBooks and audiobooks, through Sora. At the elementary schools, the district offers access to Epic! And Raz-Kids. However, the usage of the three resources appears to be limited. In 2021-22, via Classlink accounts:

- ◆ Sora was accessed only 962 times.

- ◆ Epic! was accessed only 18 times.
- ◆ Raz-Kids was accessed only five times.

It is possible that students accessed these resources directly via the ECS website, but this is not tracked. District staff does not analyze online resource usage to ensure that potentially marginalized students, such as those whose parents do not speak English, are routinely accessing these valuable literacy materials.

Library staffing is determined in accordance with state funding requirements, but there are no state funding requirements for books/library resources. Instead, California districts, including ECS, tend to rely on fundraisers to provide money for new library acquisitions. This became the situation in 2013 when the School and Library Improvement Block Grant ended.<sup>4</sup> This is inherently inequitable. Schools with wealthier families tend to be more reliable supporters of school fundraisers, so those schools end up with larger library budgets.

Eureka High School is allocated a materials budget of \$4,000 annually and the middle schools are also given some funding annually. The elementary schools do not appear to have annual budgets to refresh or expand their holdings. Elementary library staff reported hosting fundraisers in order to purchase materials.

Unlike some states, California does not appear to publish explicit goals for library collection size or age. For example, Texas provides guidelines for holdings, collection age, and annual budgeting for new books/materials each year (Exhibit 5-12).

**Exhibit 5-12**  
**Texas State Library and Archives Standards for School Libraries, Excerpt**

Area	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Size of print collection, items per student					
Elementary	18+	16+	14+	12+	<12
Secondary	16+	14+	12+	10+	<10
Size of print collection, items per campus					
Elementary	15,000+	13,000+	11,000+	9,000+	<7,000
Secondary	13,000+	12,000+	10,000+	8,000+	<8,000
Average Age of Collection	<11 years	< 11 years	< 15 years	<17 year	17+ years
Annual budget, per student	\$20	\$16	\$12	\$8	\$6

*Source: School Library Programs: Standards and Guidelines for Texas. The Texas State Library and Archives Commission, 2018.*

<sup>4</sup> <https://www.cde.ca.gov/ci/cr/lb/schoollibrstats08.asp>

## RECOMMENDATION

### Track library resources and fund ECS libraries equitably.

The district should first clean its database of library print holdings so that it can assess the comparability of its libraries across schools. It should then assess the reasons why its digital holdings appear so little used and develop a system to verify that all students have easy access to them. Finally, the district should commit to funding its elementary libraries with general funds so that fundraisers are not the only source of funds for new books and materials.

## FISCAL IMPACT

Improvements in tracking library resources can be achieved with existing resources. Funding the libraries equitably will likely require some additional resources. If the district adopts a standard such as the lowest end of the Texas guidelines (“improvement needed”), it will need to budget approximately \$8,200 per year for elementary libraries. This could be adjusted upward based on varying poverty levels among the schools.

Recommendation	2023-24	2024-25	2025-26	2026-27	2027-28
Fund elementary libraries equitably.	(\$8,200)	(\$8,200)	(\$8,200)	(\$8,200)	(\$8,200)

# Chapter 6

## Student Achievement Equity

This chapter addresses student achievement equity in Eureka City Schools. Prismatic consultants explored these kinds of questions in assessing resource equity:

### Student Achievement

- ◆ Do the available data indicate inequities in student achievement?
- ◆ Is the district regularly engaged in data disaggregation efforts in order to understand the causes of any inequities in student achievement?
- ◆ Does the district direct specific resources toward addressing any inequities in student achievement?

Student achievement equity covered this area of the ECS RFP:

- ◆ *Provide a detailed analysis of district data relative to student academic performance. Disaggregate the data by race/ethnicity, gender, socioeconomic status, disability, and English language proficiency.*



## FINDING 6-1

The district does not routinely assess student achievement data through an equity lens. Data systems available at the time of the onsite work were insufficient to provide student achievement data by subgroups. This leaves the district unable to assess the results of its efforts to support diversity, equity, and inclusion. It is not evident that sufficient time and attention are being allotted to thoroughly disaggregate, analyze, and act upon student achievement data in ECS.

Prismatic requested student-level academic assessment data in order to analyze discrepancies in performance between student subgroups, such as ethnicity, and special populations. The district was not able to provide the data. Instead, the district provided a presentation that was presented to the school board in October 2022. The presentation contained an overview of student achievement in ECS. One slide referenced student subgroups while the others focused on academic performance by grade level.

In multiple interviews and focus groups, ECS leaders noted that the district has not in recent years focused on disaggregating achievement data by student subgroups. One board member noted a concern that Hmong students are not equitably supported, but this was based on perception rather than data. Some teachers noted that a board presentation in Spring 2022 “got everyone fired up” but that no systemic efforts or processes resulted.

In March of 2022, schools completed the Comprehensive Assessment for Leadership and Learning (CALL). Based on information provided by district leadership, using the CALL data, strengths were identified to leverage future efforts and opportunities for improvement surfaced. There was no evidence found throughout the site visits that student academic data had been disaggregated by subgroup (ethnicity/race, gender, English learners, socioeconomically disadvantaged, students with disabilities, homeless, foster) to specifically address disparities in performance.

The analysis of student achievement data, both formative and summative, should be calendared throughout the year. After data is disaggregated, district leaders, school leaders, and teachers should analyze data to ensure no gaps exist between subgroups in student achievement. If gaps are identified, the root cause of the gaps should be identified, and corrections should be made as soon as possible. Identified gaps should be monitored closely for improvement and further corrections made as necessary.

The California Department of Education database offers some disaggregated data, but it is not at a level conducive to a thorough analysis. Academic achievement data provided by state departments often withhold data for subgroups with 10 or fewer students, as is the case with the California state database. Student performance by gender subgroup is not available at all in the state database.

Nevertheless, the state database does offer a few data points and they generally indicate that there is inequity in student achievement. Graduation data for 2020 through 2022 showed increases across all ethnic subgroups (Exhibit 6-1). There were differing graduation rates by ethnicity, with White students having an overall lower graduation rate in 2022 than all other subgroups.

**Exhibit 6-1**  
**Graduation Rates by Ethnicity, 2020-22**

Student Group	2020	2021	2022
White	88.7%	90.2%	93.9%
2 or More Races	91.3%	82.1%	95.2%
Hispanic	95.4%	91.2%	96.6%
Asian	96.8%	96.7%	97.4%
American Indian	81.8%	84.2%	100%
<b>All Students</b>	<b>91.4%</b>	<b>89.8%</b>	<b>95.8%</b>

*Source: California Department of Education, 2022.*

Disaggregated another way, the graduation rates of Homeless Youth and Students with Disabilities were consistently lower than their peers (Exhibit 6-2). Data were not available for groups with fewer than 10 students (African American, Filipino, Pacific Islander, and Foster Youth).

**Exhibit 6-2**  
**Graduation Rates by Student Type, 2020-22**

Student Group	2020	2021	2022
Students with Disabilities	73.1%	64.8%	72.5%
Foster Youth	NA	76.9%	NA
Homeless Youth	78.1%	78.0%	89.2%
English Learner	93.5%	89.3%	95.6%
Socioeconomically Disadvantaged	89.5%	87.9%	95.6%
<b>All Students</b>	<b>91.4%</b>	<b>89.8%</b>	<b>95.8%</b>

*Source: California Department of Education, 2022.*

The state database also provides some student achievement data for English Language Arts and Mathematics. Overall, students in ECS averaged a score of 42.6 points below that required to meet standards in English Language Arts and 94.4 points below that required to meet standards in Math (Exhibit 6-3). Looking at the data by subgroup:

- ◆ Only the Filipino subgroup scored above standard. Those students were above standard in both English and Math.
- ◆ While most subgroups had a below-average performance in English Language Arts, several subgroups scored well-below standard. Students with Disabilities scored an average of 129.8 points below standard while English Learners, Socioeconomically Disadvantaged, and Foster Youth had an average score of over 80 points below standard.
- ◆ The Students with Disabilities subgroup performed the lowest on Mathematics assessments, averaging 142.7 points below the standard expectation. On average, students in four subgroups performed over 120 points below the standard score (African American, American Indian, Homeless Youth, and Students with Disabilities).

**Exhibit 6-3**  
**ECS Student Academic Performance Data, 2021-22**

Student Group	ELA	Student Group	Math
Filipino	50.9	Filipino	10.5
Asian	-23.7	Asian	-57.5
White	-25.1	White	-81.6
<b>All Students</b>	<b>-42.6</b>	<b>All Students</b>	<b>-94.4</b>
Socioeconomically Disadvantaged	-57.1	Hispanic	-94.6
Pacific Islander	-57.3	Multiple Races	-100.4
Multiple Races	-59.1	Socioeconomically Disadvantaged	-103.1
Hispanic	-61.8	Foster Youth	-103.7
African American	-68.6	English Learners	-106.0
English Learners	-81.6	African American	-121.3
Foster Youth	-82.8	American Indian	-127.3
American Indian	-86.0	Pacific Islander	-135.0
Homeless Youth	-86.0	Homeless Youth	-137.4
Students with Disabilities	-129.8	Students with Disabilities	-142.7

*Source: California Department of Education, 2022.*

Districts typically have internal access to data for all subgroups. High-performing districts, schools, departments, and grade levels analyze all student data by subgroup to identify if students in any subgroup achieve less academic success than other subgroups. Ignoring data limits education leaders in making decisions to specifically address potential deficits and performance gaps.

More recently, effective schools research was conducted by the National Association of Elementary School Principals (NAESP). NAESP published best practices for schools, including that using student achievement data must be included in instructional decision-making. NAESP provided five recommendations to help principals put student achievement data to the best possible use:

- ◆ make data part of the ongoing cycle of instructional improvement;
- ◆ teach students to examine their own data and set learning goals;
- ◆ establish a clear vision for school-wide data use;
- ◆ provide supports that foster a data-driven culture within the school; and
- ◆ develop and maintain a district-wide data system.<sup>1</sup>

A thorough, systematic, continuous data analysis will bring to light groups of students achieving below the level of peers and potential inequities. Analysis by subgroup will help to uncover areas of inequity. Once the gaps are identified, a comprehensive root cause analysis will enable leaders and educators to identify why the gaps exist and take action to alleviate the barriers to equitable education for all students.

<sup>1</sup> [http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

RECOMMENDATION

**Implement with fidelity a district-wide process for analyzing student performance data by subgroups (both ethnicity and special population subgroups) throughout the school year that is understood by all leadership and instructional personnel.**

ECS should adopt or develop a system-wide process to analyze student performance data on a continual basis. Working with teachers, the administration should develop a timeline that details what tests are administered throughout the school year and when the results of these tests are received and reviewed. Using this timeline, the central office leaders and principals should implement scheduled meetings or use staff meetings for analyzing data. Meetings should focus on determining the strengths and weaknesses of the students and the district’s instructional programs. Reviewing test data by subgroup throughout the school year allows for timely feedback on student achievement, the effectiveness of teaching strategies, and the impact and alignment of the curriculum.

With systemic data analysis in place, the district can more successfully develop action plans to build on determined strengths and address apparent weaknesses in instructional programs. Professional development days at the beginning of the school year and throughout the school calendar may be used for the analysis of student performance data. Following each data analysis session, time should be spent on developing effective instructional action plans to close the performance gaps between subgroups.

FISCAL IMPACT

This recommendation can be implemented with existing resources. Alternatively, the district could request external assistance in implementing this recommendation. Several companies provide cost-effective professional development on how to disaggregate student performance data, and use analysis to adjust instruction, monitor, and fine-tune curriculum maps, evaluate educational programs, and review overall district performance data.

Recommendation	2023-24	2024-25	2025-26	2026-27	2027-28
Professional development on data disaggregation and using data to impact student learning	(\$5,000)	(\$5,000)	(\$5,000)	\$0	\$0



# Chapter 7

## Summary

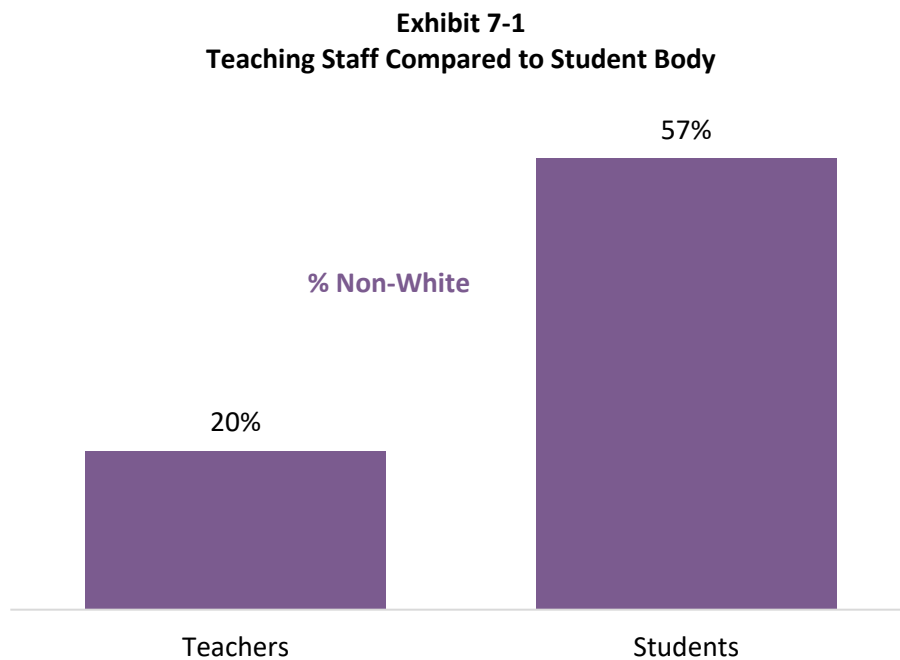
This chapter provides a compilation of Prismatic’s commendations and recommendations for the efforts of ECS to provide a work and learning environment that supports diversity, equity, and inclusion. The preceding chapters reviewed equity and efforts at equity in ECS in five areas:

- ◆ Framework Equity
- ◆ Teacher Quality Equity
- ◆ Programmatic Equity
- ◆ Resource Equity
- ◆ Achievement Equity

As with all projects the consulting team undertakes, a number of areas within the DEI framework were reviewed extensively but ultimately there was no finding. This was because either the data were inconclusive, there were insufficient data upon which to base a recommendation, or the area was operating already at an average level. Including only the highest priorities for improvement results in a report of manageable length and a scope that helps district leaders focus on what is most important. Thus, while all areas within the district’s RFP and Prismatic’s DEI framework were reviewed, specific recommendations were not made in all areas.

## Conclusions

ECS is a school district with a high percentage of non-White students, but not a high percentage of non-White teachers and leaders (Exhibit 7-1).



*Source: Eureka City Schools, 2022.*

Although the student composition data are clear and widely available, Prismatic found several ECS employees for whom the idea of serving a majority non-White student body was not something they had previously discussed widely within the district. Residual pockets of discomfort with a diversity of cultures were also found. In contrast, Prismatic also found a majority of ECS leaders ready and willing to take on the challenge of fully supporting diversity, equity, and inclusion in the workplace and in the classroom.

What the district lacked at the time of this study could largely be embedded as processes to support intentional DEI efforts. For example:

- ◆ Substantial amounts of diversity and equity training around PBIS were completed in the wake of the 2015 settlement, but the district did not sustain that level of training or substantially train staff hired after 2015 because it lacked an embedded PD process.
- ◆ ECS has purchased lots of technology that could help level the playing field for traditionally marginalized students, but it has lacked a process to assess its regular usage.
- ◆ ECS teachers are committed to educating all the students in their classrooms, but the district has lacked a process to support teachers in designing lesson strategies that include all learners.
- ◆ ECS teachers and leaders want to see all students succeed, but the district has lacked a process to regularly and rigorously disaggregate student data so that differences in subgroup performance can be analyzed, understood, and addressed.

As the district moves forward in supporting DEI, it should focus on the development and embedding of processes that will outlive the tenure of current staff and become part of the fabric of the organization.

## Commendations

Prismatic found five areas of commendable activity in ECS:

- ◆ ECS has worked to promote consistent student behavior expectations across all of its schools through the implementation of PBIS and restorative practices. (Finding 2-1)
- ◆ Providing its new principals with outside the district mentors with extensive and notable “been there and done that” experience is commendable. (Finding 2-5)
- ◆ In addition to the more typical foreign languages, Eureka High School offers a full 4-year sequence in the Yurok language. (Finding 4-1)
- ◆ Both ECS middle schools and Eureka High School offer time during the school day for student clubs, which supports equity of access. (Finding 4-8)
- ◆ Visiting school campuses 4-5 times a year facilitates communication regarding budget management between central office leaders and school staff. (Finding 5-1)
- ◆ ECS encourages teachers to form positive relationships with the families of students. (Finding 5-5)

## Recommendations

Prismatic made 29 recommendations for improvement in ECS DEI efforts. Where it is expected that implementation will require a cost, costs were quantified using an aggressive method. Where savings are expected, they were quantified using a conservative method. For recommendations noted as being “no cost”, the consulting team believes they could be implemented using existing resources, meaning a small dollar cost or some amount of work hours from existing staff.

#	Recommendation	Fiscal Impact
1	Provide regular PBIS, restorative practices, and alternatives to suspension training and require all new teachers and classified staff to complete them. (2-2)	No Cost
2	Analyze and use disaggregated discipline data. (2-3)	No Cost
3	Focus on reducing social media bullying among students and bullying in general among adults. (2-4)	No Cost
4	Encourage teachers to design lessons strategies that include all learners. (2-6)	No Cost
5	Provide teachers with immediate, evidence-based feedback as required by the principal evaluation standards for continuous growth. (2-7)	No Cost
6	Require principals to produce and submit annual summary reports of the performance of their teachers as captured by the district’s teacher evaluation process. (2-8)	No Cost
7	Take steps to increase cultural/ethnic representation in ECS leadership positions as vacancies occur, with a goal of reflecting the diversity of student enrollment. (2-9)	No Cost
8	Assign Indian Education and District ELAC coordinator functions to a central office position. (2-10)	No Cost
9	Revive PBIS in order to regain a proactive stance toward bullying. (3-1)	No Cost
10	Develop and implement a professional development plan that focuses on implicit bias, cultural diversity, equity, and inclusion. (3-2)	No Cost
11	Develop and implement a districtwide professional development plan focused on developing and increasing teacher capacity to support academic success of English learners and students from diverse backgrounds. (3-3)	No Cost
12	Expand recruiting efforts to include trips to colleges and universities that graduate more diverse teacher candidates. (3-4)	(\$25,000 annually)
13	Provide greater counseling resources in each middle school. (3-5)	(\$259,232 annually)
14	Eliminate those elements of the high school prerequisites that could be barriers to equitable student enrollment and actively identify and recruit more diverse students to enroll in AP and Honors courses. (4-2)	No Cost
15	Develop curricula that include research-based instructional strategies to meet the diverse needs of students. Offer students identified as GATE in grades 4-8 an enrichment course that will advance their conceptual understanding, computational fluency, mathematical reasoning, and problem-solving skills. (4-3)	No Cost

#	Recommendation	Fiscal Impact
16	Limit or eliminate zero hour both to better promote student opportunity equity and to honor the intent of the state’s mandated secondary school start time. (4-4)	Uncertain
17	Obtain high quality training for all special education teachers and a few teachers from each building on the co-teaching model to build teacher capacity within the schools. (4-5)	No Cost
18	Weave elementary science and social studies content into English and math and ensure that it is correlated with California standards using a cross-curricular approach. (4-6)	No Cost
19	Limit the use of pull-outs to only intensive services and no more than 30 minutes at a time. (4-7)	No Cost
20	Hire additional staff to accommodate students currently on the waitlist to provide equitable access to afterschool programming across all K-8 schools by focusing on recruiting outside the district’s usual channels. (4-9)	(\$113,400 annually)
21	Modify coding and reporting on grants so that funding to support DEI efforts are clearly identified. (5-2)	No Cost
22	Develop reporting methodology to fairly assess instructional spending at each school site. (5-3)	No Cost
23	Provide schools with funding sufficient to cover field trips. (5-4)	Uncertain
25	Provide all communications in all languages represented by families of students in each school. (5-6)	(\$8,000 annually)
26	Implement district and campus based “listening tours” to garner input from families and operationalize action items from the feedback. (5-7)	No Cost
27	Develop procedures to assess technology use and satisfaction with the goal of establishing higher use. (5-8)	No Cost
28	Track library resources and fund ECS libraries equitably. (5-9)	(\$8,200 annually)
29	Implement with fidelity a district-wide process for analyzing student performance data by subgroups (both ethnicity and special population subgroups) throughout the school year that is understood by all leadership and instructional personnel. (6-1)	(\$5,000 annually for 3 years)

As the district voluntarily sought this DEI audit, it is under no obligation to implement any of the Prismatic recommendations. Moreover, in examining the data presented, the analyses provided, and the conclusions drawn, ECS leadership may find different or better methods for addressing the challenges that Prismatic found.

As to how quickly the district should implement recommendations, Prismatic does not advocate for a hasty approach. It should be understood that not all of the recommendations should be started at one time, nor all at once. It will be up to the district to determine the pacing of implementation for recommendations. Prismatic recommends establishing a timeline of 3-5 years for full implementation.





# Appendix A

## Student Survey Results

(n=745)

### School

School	%
Winship MS	16%
Zane MS	41%
Eureka HS	38%
Zoe Barnum HS	2%
Other	2%

At home, what languages other than English does your family speak (please check all that apply)?

Responses	%
Spanish	22%
Hmong	8%
Chinese	1%
None, only English is spoken at home	58%
Other	10%

In your home, which race/ethnicities are represented in your family (please check all that apply)?

Responses	%
Anglo/White/Caucasian	37%
Hispanic/Latinx	22%
Native American	11%
African-American/Black	8%
Hmong	9%
Chinese	2%
Other Asian/Pacific Islander	6%
Other (please specify)	5%

Statement	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
I am getting a good education at this school.	18%	55%	19%	6%	2%
Students of different backgrounds/races/ethnicities interact well in my school; diversity is no big deal.	26%	40%	26%	5%	2%
At lunch, students typically split up along racial/ethnic lines.	5%	13%	39%	23%	20%
In my school, I have seen students bullying other students this year.	16%	29%	31%	17%	7%
Some of my teachers treat some students differently from other students or play favorites.	14%	24%	33%	19%	10%
I have learned about people from different races, ethnicities, or cultures, in classes other than English this year.	22%	46%	21%	7%	3%
In my school, students are not treated differently because of their race, ethnicity, gender, or religious affiliation.	22%	32%	26%	14%	6%
Some types of middle/high school students are not considered “college material” here.	15%	25%	51%	6%	4%
Most days, I feel safe at school.	19%	48%	20%	9%	4%
My family cares about whether I do well in school.	63%	30%	5%	2%	1%
If I need it, I know where I can get academic tutoring at my school.	21%	39%	28%	7%	5%
If I have a problem, I know at least one adult in my school who I could ask for help.	36%	43%	13%	5%	4%
My teachers have high expectations of me.	20%	40%	34%	4%	2%
Adults working in my school seem to take a real interest in my future.	16%	30%	37%	13%	4%
My teachers make me feel good about myself.	17%	37%	33%	9%	4%
I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	16%	36%	20%	18%	9%
Continuing to learn after high school is important.	35%	41%	20%	3%	2%
What I am learning in school now will be useful in adulthood.	15%	35%	29%	16%	5%
I am hopeful about my future.	40%	35%	17%	5%	4%
I earn mostly As and Bs in my classes.	38%	34%	13%	11%	4%

**By Race/Ethnicity in the Student’s Family**

<b>Statement</b>	<b>% Strongly Agree + Agree</b>					
	<b>White</b>	<b>Hispanic</b>	<b>Native American</b>	<b>African-American</b>	<b>Hmong</b>	<b>Multiple</b>
I am getting a good education at this school.	76%	70%	65%	69%	77%	66%
Students of different backgrounds/races/ethnicities interact well in my school; diversity is no big deal.	69%	66%	61%	50%	67%	61%
At lunch, students typically split up along racial/ethnic lines.	14%	18%	24%	28%	28%	18%
In my school, I have seen students bullying other students this year.	49%	39%	54%	59%	31%	43%
Some of my teachers treat some students differently from other students or play favorites.	42%	31%	41%	38%	25%	41%
I have learned about people from different races, ethnicities, or cultures, in classes other than English this year.	74%	72%	65%	66%	64%	55%
In my school, students are not treated differently because of their race, ethnicity, gender, or religious affiliation.	59%	53%	48%	34%	52%	55%
Some types of middle/high school students are not considered “college material” here.	49%	33%	37%	41%	28%	34%
Most days, I feel safe at school.	68%	64%	69%	56%	72%	59%
My family cares about whether I do well in school.	92%	94%	83%	84%	90%	95%
If I need it, I know where I can get academic tutoring at my school.	64%	58%	44%	69%	61%	59%
If I have a problem, I know at least one adult in my school who I could ask for help.	81%	77%	81%	63%	79%	68%
My teachers have high expectations of me.	68%	54%	52%	69%	51%	46%
Adults working in my school seem to take a real interest in my future.	49%	47%	41%	56%	39%	38%
My teachers make me feel good about myself.	53%	55%	56%	56%	56%	32%
I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	52%	50%	52%	59%	38%	55%
Continuing to learn after high school is important.	79%	72%	72%	69%	79%	73%
What I am learning in school now will be useful in adulthood.	48%	51%	46%	47%	66%	46%
I am hopeful about my future.	79%	78%	72%	78%	59%	66%
I earn mostly As and Bs in my classes.	76%	66%	50%	66%	82%	82%

## By School

Statement	% Strongly Agree + Agree			
	Winship MS	Zane MS	Eureka HS	Zoe Barnum HS
I am getting a good education at this school.	73%	70%	75%	56%
Students of different backgrounds/races/ethnicities interact well in my school; diversity is no big deal.	60%	63%	71%	75%
At lunch, students typically split up along racial/ethnic lines.	12%	22%	17%	13%
In my school, I have seen students bullying other students this year.	42%	44%	47%	31%
Some of my teachers treat some students differently from other students or play favorites.	35%	35%	42%	25%
I have learned about people from different races, ethnicities, or cultures, in classes other than English this year.	61%	66%	75%	56%
In my school, students are not treated differently because of their race, ethnicity, gender, or religious affiliation.	45%	54%	56%	56%
Some types of middle/high school students are not considered “college material” here.	31%	29%	52%	50%
Most days, I feel safe at school.	58%	62%	72%	69%
My family cares about whether I do well in school.	93%	86%	95%	94%
If I need it, I know where I can get academic tutoring at my school.	28%	47%	85%	44%
If I have a problem, I know at least one adult in my school who I could ask for help.	79%	76%	80%	69%
My teachers have high expectations of me.	61%	58%	60%	38%
Adults working in my school seem to take a real interest in my future.	39%	43%	48%	63%
My teachers make me feel good about myself.	50%	50%	57%	63%
I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	58%	45%	58%	31%
Continuing to learn after high school is important.	75%	70%	82%	63%
What I am learning in school now will be useful in adulthood.	41%	48%	55%	56%
I am hopeful about my future.	73%	69%	81%	81%
I earn mostly As and Bs in my classes.	79%	64%	79%	44%

**In the past month, one of my teachers has contacted my parents/caregivers via (please select all that apply):**

Response	%
None - my teachers have not contacted my parents/caregivers in the past month.	38%
Phone Call in English	25%
Email	22%
Phone calls using a live translation service to a language other than English	4%
Remind App	3%
Class Dojo	2%
Don't Know	26%
Other (please specify)	5%

**What is the most important thing your school can do to support students of different races, ethnicities, and/or cultures?**

- ◆ *Treat them the same as others*
  - ◆ *I think the most important thing that you can do to support them is just treat them like everyone else because by trying to make them special then there "specialer" I guess and by doing that that makes them different from ever on else for example I think it makes no sense that there's a Black History Month and not a White history month and not a Mexican history month etc. Like is it just because of the they use to be used as slaves I mean if there wasn't one I feel like it would just be more equal and I'm not trying to be racist or anything I'm just saying so please don't take it as that.*
  - ◆ *I think my school can research different races, ethnicities, etc. to learn about their cultures and better understand their students. This way the staff will be educated a bit about all their students to include their interests in activities.*
  - ◆ *teach us about people from different races religions or genders*
- because we do not really learn about that stuff and schools only teach us how to be employees instead of running our own company or something like that and i am surprised we do not have a history class cause we should*
- ◆ *Treat others the same.*
  - ◆ *Friends*
  - ◆ *treat them the same as everyone, cause they are.*
  - ◆ *The most important thing my school can do to support students of different races and culture is by teaching others their cultures and making sure they're getting treated properly and not differently.*
  - ◆ *Maybe by trying to get too students of all races in a period of a class.*
  - ◆ *Treat them the same way that they would treat everybody else and just because they are different does not me they have to be treated specially*
  - ◆ *Make them feel at home.*
  - ◆ *not question a lot of it and to use pronouns and preferred names*

- ◆ *The most important thing my school does is that they communicate with each other and my school a lot of kids don't really care what race they are they just go talk to them and ask them if they wanna be friends but the most important thing is that they support them.*
- ◆ *Just treat everyone equally, just like they should be.*
- ◆ *Not be racist and not treat anyone differently from everyone else. (Better or worse)*
- ◆ *Maybe do something about the slurs and comments?*
- ◆ *I honestly have no idea*
- ◆ *By talking to them*
- ◆ *They have a classroom that they can go to if they need anything and they can get work done in any other classes in that class.*
- ◆ *The adults at this school can help people where to go or help them learn because everyone is treated equally.*
- ◆ *idk maybe encourage them?*
- ◆ *I think we shouldn't worry about that type of stuff and i think it should stay at home you can be anything at home but at school you should just be human nothing else*
- ◆ *I think it's good how it is already*
- ◆ *by asking and maybe trying too understand it*
- ◆ *Nothing, there's no difference between any race or culture.*
- ◆ *Clubs?*
- ◆ *idk just treat them equally to the white students? it's not that hard to have empathy.*
- ◆ *Offer them as much help and advice about after high school/careers*
- ◆ *Accept that other people are different*
- ◆ *Have a night where we have different food and activities that different races like.*
- ◆ *the most important thing is to treat people the same.*
- ◆ *support and don't laugh or make fun of them*
- ◆ *Helping people learn.*
- ◆ *The most important thing they could do is treating everybody the same.*
- ◆ *They should not judge them based off of their race*
- ◆ *Tell people to stop judging others because of who they are!!! I constantly get judged because I'm white!!!*
- ◆ *They cannot say any racist words in front of them or anytime at school and at home*
- ◆ *don't be racist.*
- ◆ *They can ask for a translator or ask for help*
- ◆ *They can:*
  - *Get to Know their Students.*
  - *Maintain Consistent Communication with them.*
  - *Acknowledge and Respect Every Student.*
  - *Practice Cultural Sensitivity.*
  - *And maybe do cultural events.*

- ◆ *Not judge them right away.*
- ◆ *Try to understand*
- ◆ *Learn about different cultures*
- ◆ *I think they can support students by*
- ◆ *knowing and understanding that not all kids from other countries or places can understand them when we speak English to them they most likely are confused. My parents also don't speak a lot of English so I prefer for staff to at least try to speak in Spanish but also my parents would love to start learning how to speak in English.*
- ◆ *Bring them all together*
- ◆ *Talking about all the different cultures there are around the world.*
- ◆ *Treat them the same way.*
- ◆ *If they can't speak English give them time.*
- ◆ *treat everyone the same and equal*
- ◆ *nothing they are doing good*
- ◆ *Learn more about different ethnic groups, this removes assumptions and helps deter stereotypes*
- ◆ *Treat everyone kindly.*
- ◆ *Treat everyone with respect and kindness.*
- ◆ *To be there, and be more aware. Being supportive in general is helpful.*
- ◆ *The most important thing is making more clubs to make them feel more welcome.*
- ◆ *I think the most important thing that the school can do to support students of different races, ethnicities, and cultures is to make sure everyone feels included not excluded.*
- ◆ *treat us all the same*
- ◆ *The clubs that they already have*
- ◆ *there are a lot of clubs so that's enough for me.*
- ◆ *idk treat every equal*
- ◆ *To be welcome and treating everyone's the same.*
- ◆ *They talk to you about your race*
- ◆ *Just make them feel welcome and comfortable.*
- ◆ *Just be welcoming and treat everyone the same.*
- ◆ *Just be kind and help them out when they need it.*
- ◆ *treat everyone the same, don't just pick on one person.*
- ◆ *To treat and include everyone equally based on race, ethnicity, and/or culture.*
- ◆ *They can give an assembly on how they are important to the school.*
- ◆ *The school already supports people from different races and ethnicities, but it could try to do more cultural activities or something like that.*
- ◆ *It's doing well already.*
- ◆ *Have less racial clubs because it kinda divides us into skin colors based groups.*
- ◆ *Don't bully them and don't treat them differently*
- ◆ *Be kind to everyone.*

- ◆ *Be friends with them and let them know that they aren't different in a bad way.*
- ◆ *Treat them like everybody else.*
- ◆ *Just treat everyone the exact same as they would anyone other.*
- ◆ *Treat us all the same*
- ◆ *Provide support and help when necessary*
- ◆ *I can just make them feel like they are part of the society here at EHS.*
- ◆ *i fee the most important thing the school could do is make sure there is no use of racial slurs*
- ◆ *Just have things around the class to make sure everyone feels welcome*
- ◆ *The most important thing my school can do to support students of different races, ethnicities, and cultures is creating clubs and running after-school programs.*
- ◆ *To support those students with different races, ethnicities, cultures and other stuff that people do in their life.*
- ◆ *They can respect them and not treat the different*
- ◆ *Support other races*
- ◆ *Make sure the kids feel welcomed and let them feel equal.*
- ◆ *The most important thing that the school can do to support students of different races, ethnicities, and/or cultures is to just treat everyone with the same treatment.*
- ◆ *Make an effort to assure that the student feels safe.*
- ◆ *Speak to them or even use google translate*
- ◆ *To get to learn more about them as a person and to accept them as a person.*
- ◆ *Just treat them normally like you would treat anyone else. We're all the same we should be treated the Same too.*
- ◆ *Just providing awareness.*
- ◆ *not be racist*
- ◆ *To make sure they are there for everyone*
- ◆ *Make different clubs that students can attend to either feel more acknowledged and seen, or for other students to support different races, ethnicities and/or cultures.*
- ◆ *be fair fr ong*
- ◆ *Treat them the way you would want to be treated*
- ◆ *Teach kids about different cultures and having more language classes?*
- ◆ *Treat everyone equally like they have been doing.*
- ◆ *educate students about different ethnic holidays*
- ◆ *The most important thing that my school can do to support students of different races/ethnicities/or cultures is have events or classes to keep their languages fluent and learn more about their culture (food, celebrations, etc.).*
- ◆ *They could tell them not to do it.*
- ◆ *seen and heard*
- ◆ *treat them equally*
- ◆ *not be racist*

- ◆ *better school lunch*
- ◆ *let everyone join in at clubs*
- ◆ *help each other*
- ◆ *The schools can support different races, ethnicities and cultures by giving different options for work.*
- ◆ *The most important thing my school can do to support students of different races, ethnicities, and/or cultures is to learn more about them or learn a different language so they understand you.*
- ◆ *Many be to more events.*
- ◆ *Make people stop others from hurting these people mentally.*
- ◆ *Learn from them and to accept them for who they are.*
- ◆ *by treating them the save way that you want to be treated.*
- ◆ *I think there is nothing wrong with the way they do that*
- ◆ *there is nothing really we to fix about it*
- ◆ *suspend the student and/or have a big talk with them*
- ◆ *To be nice to everyone*
- ◆ *nothing I feel like the school is already good with supporting everyone*
- ◆ *make some new clubs like Spanish or German or more clubs like Indian ed*
- ◆ *if some one is being mean to other kids*
- ◆ *help and be supportive.*
- ◆ *They can not teach about stuff their race and background.*
- ◆ *That just be nice to anyone*
- ◆ *By not being judging people from there races*
- ◆ *not to treat anyone differently.*
- ◆ *Its working ok*
- ◆ *support them where we can and be good people.*
- ◆ *actually do things about bulling that is affective.*
- ◆ *Being inclusive.*
- ◆ *Be kind and don't be mean to people just because of their race/ethnicity*
- ◆ *have a day where people wear and express their culture, or ethnicities.*
- ◆ *Have more repercussions for bullying.*
- ◆ *make clubs*
- ◆ *I don't know maybe go to school clubs*
- ◆ *Have rally for different cultures*
- ◆ *To be honest i really have no idea, i already think the schools support students of different races, ethnicities, and/or cultures.*
- ◆ *The most important thing our schools can do is to reach out and actively help students.*
- ◆ *They can talk to everyone and try to help out not just some people.*

- ◆ *There isn't anything that's happening so far about people bullying others depending on their race and culture from what I've seen.*
- ◆ *Provide help and support and let students know that there are consequences to being prejudiced and it will not be tolerated in the real world. Teachers need to step in when they notice racism/xenophobia. Allow students of color or of marginalized cultures to talk about their experiences and do something to fix the problem instead of just telling them useless information/advice. Make a difference. Notice and acknowledge different cultural backgrounds and why diversity is so important, especially in school.*
- ◆ *Invite them to do more things with other people.*
- ◆ *Don't have a language barrier help them out when needed*
- ◆ *The most important thing is to treat them normally.*
- ◆ *I think they have most of the requirements already In my opinion. They already have clubs of cultures.*
- ◆ *not be racist*
- ◆ *I think that the most important thing that my school can do is have a cultural day as a part of spirit week or something of that matter. I think that exposure is the most important thing especially since my school doesn't seem to have a problem with bullying for race, ethnicity, and/or culture.*
- ◆ *BASEBALL*
- ◆ *i'm not sure*
- ◆ *They can show more support about different races/ethnicities and learn about different races/ethnicity.*
- ◆ *The most important thing my school can do to support students of different races, ethnicities, and/or cultures is have help available if they need it, and if they don't need it, make it clear that there's always space for students who need help.*
- ◆ *be nice*
- ◆ *Have clubs.*
- ◆ *I don't think that the school can really do anything they should try and treat everyone equally*
- ◆ *Just invite them to hang out*
- ◆ *learning more about them and helping other cultures learn there language more.*
- ◆ *I'm not sure.*
- ◆ *To teach about it more.*
- ◆ *I don't really know*
- ◆ *Treat them respectfully.*
- ◆ *The school can make a warm welcome and have independent help for certain students. Make the students feel comfortable with the environment and make sure they know all the different parts and areas of the school.*
- ◆ *Having more multicultural fair and dances, embracing their flags on graduation by letting seniors paint their flags on their caps*
- ◆ *Be inclusive. Show they aren't different at all and celebrate all*
- ◆ *Learn about each and help each be comfortable!*

- ◆ *I think the only thing they can really do is promote awareness because you can only control yourself and not others.*
- ◆ *I think celebrating/taking said holidays off shows support and is good, as well as educating students about the cultures.*
- ◆ *provide and advertise resources available*
- ◆ *They can provide more resources, like more immersion in their culture, no targeting (good and bad), and maybe clubs for their representation. The rest largely resides upon the students and staff.*
- ◆ *Listen to what they say. Do better when confronted about insensitivities in the classroom and give harassers consequences.*
- ◆ *Recognize them all and make sure they are treated with respect.*
- ◆ *Treat them the same and provide help if needed*
- ◆ *They need to be more inclusive and when Latinx month passed by I didn't hear a single teacher talk about it except for my Spanish teacher. Okay Hispanic songs at dances?*
- ◆ *Implement circles more.*
- ◆ *Representation*
- ◆ *I think the school should keep eyes on all races instead of just colored people because most of the colored people I know always get in trouble.*
- ◆ *Um gives students breaks in a room with a teacher outside standing when feeling sad so they can get their own privacy.*
- ◆ *they can put non racist signs.*
- ◆ *no racism. because racism is not good.*
- ◆ *The most important thing at my school that can support me is the club that I'm in that has my same race. The BSU is the club I'm in.*
- ◆ *Make them feel included and cared about.*
- ◆ *for kids not to feel bad for themselves, and other kids, if they are black, white, or ethnicities, and cultures, they should not feel bad for other people, or themselves.*
- ◆ *I think that my school can celebrate different cultural holidays to support students of different races.*
- ◆ *I can help students and we can all be good to students.*
- ◆ *they did a multy cuteral fare lats friday*
- ◆ *Don't treat people differently.*
- ◆ *treat people the way you wanna be treated.*
- ◆ *The most important thing i think my school can do about stuff like that is by not talking about or treating people differently.*
- ◆ *I wish that some substitutes/Guest teachers are nicer to other races/cultures.*
- ◆ *Be nice even thought i dont like the person*
- ◆ *I think the main thing they can do is give everyone the same education and make sure no one is bullying others because of race, ethnicity, and culture. I think good education can lead to the best life you could possibly have.*
- ◆ *talk about their races/cultures.*

- ◆ *multicultural night.*
- ◆ *The most important thing my school can do to support students of different races, ethnicity, and/or cultures by acknowledging there is aapi month, black history month, etc.*
- ◆ *Just treat everyone the same. No matter how they look or what they look like, still treat them the same.*
- ◆ *I feel like they do not have to do something different.*
- ◆ *i honestly don't know*
- ◆ *When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers.*
- ◆ *To cheret pepl like evibute .*
- ◆ *The most important thing my school can do to support students that are different race, ethnicities, and cultures is to treat them all the same.*
- ◆ *Maybe do groups or something?*
- ◆ *I think that my school could help support students of different races by having events at school to show off their own culture.*
- ◆ *Prevent racism.*
- ◆ *The most important thing my school can do is to make them more included in events.*
- ◆ *Encouraging making friends outside your normal groups; help each other get better than what they used to be. \*
- ◆ *Continue to do what they've been doing*
- ◆ *Equality*
- ◆ *Not single them out and put any type of negative attention on their race/ethnicity/culture by bringing up the fact that their different.*
- ◆ *hire people that can translate.*
- ◆ *It could be in the curriculum about supporting these different races and ethnicities.*
- ◆ *the respective race/ethnic group/culture's history in their homeland and in the United States*
- ◆ *Help everyone and make you feel good about yourself and what your doing.*
- ◆ *Tell them they can do there best and make them smarting*
- ◆ *Nothing groups of specific ethnic backgrounds form naturally for some reason*
- ◆ *Making sure no bulling happens because of their race.*
- ◆ *Not point it out in front of people and if they are struggling they can go to a counselor*
- ◆ *I think that the most important thing at our school that can support students of different races, ethnicities, and /or cultures is to treat them the same way.*
- ◆ *They could have groups for different races so if they are getting bullied they could go somewhere were someone could help them clam don for a bit.*
- ◆ *Keep doing what their doing because everything seems to be going really good*
- ◆ *Make it so that we are learning about their cultures as well instead of white american cultures*
- ◆ *Keep doing what they are doing*
- ◆ *keep doing what they are doing*

- ◆ *i prefer not to treat people differently based on their ethnicity or culture, i don't find pampering a certain group to any extent to be very progressive*
- ◆ *I think the most important thing that my school can do to support students of different races, ethnicity, and cultures are to treat them the same as other students.*
- ◆ *Equality and showing diversity representation.*
- ◆ *Have events to celebrate people's cultures.*
- ◆ *Clubs*
- ◆ *Better food, with flavor.*
- ◆ *support them*
- ◆ *Blm*
- ◆ *Idk man. Everything's fine when it comes to diversity*
- ◆ *The school is fine.*
- ◆ *Being more aware of native Americans specifically because I didn't even hear anything in the bulletin on native American day*
- ◆ *Talk to student*
- ◆ *Play games on phone*
- ◆ *I think the most important thing that schools can do to support students of different races, ethnicities, and/or cultures is doing school events that include them all are that are devoted to them.*
- ◆ *By not being mean to others*
- ◆ *not treat them like a pity cause or something to make them different*
- ◆ *let people join different race groups that arnt tht specific race*
- ◆ *Take into account the backgrounds of each persons culture and allow for a stronger basis of learning more about each historical background not just those of people who are white*
- ◆ *Include all students and boost positivity*
- ◆ *Don't treat them differently.*
- ◆ *I think the multicultural event at Zane middle school was nice and I think we should have more of those types of events to show off different cultures*
- ◆ *my school is actually already doing a pretty good job, its the student body that makes me worried. it in some ways is useless to try and police the students to a degree that would truly make someone like me, a trans native american woman, the world's biggest target, safe. however, on campus i feel most days. I've heard the gender neutral locker rooms get hate a lot, so maybe having a teacher or someone walk by the door every once in a while to make sure no one's yelling stuff or throwing things?*
- ◆ *They shouldn't get stereotyped like they do.*
- ◆ *Teach them proper manners like teach them what harassment is and how you even it you're touching them physically it's still harassment. Also teach them how to respect pronouns.*
- ◆ *School staff can open their eyes to any discrimination or bullying that is happening, and to take students seriously when they say something is wrong. Really try to reach out to students that seem alone, or shy, because you don't know what's happening in their life. Even if it turns out their fine, it's still good to check because at some point, they won't be.*

- ◆ *Make sure they are teaching the students not in their ethnicity or religion about the culture so that no one thinks that it is weird or kids don't feel left out.*
- ◆ *Don't make them feel like they don't belong here*
- ◆ *Be nice. Don't make them feel different*
- ◆ *Don't discriminate.*
- ◆ *Be nicer. Don't make them feel different just treat them the same*
- ◆ *Be more aware of their struggles*
- ◆ *Speak out if other students are being racist*
- ◆ *I like the mural idea of the different ethnic groups*
- ◆ *Be nicer*
- ◆ *more clubs*
- ◆ *I don't really know how a scroll can actively support everyone, i'm not even sure if I have ever been to a school that has been able to support everyone. I just think its not possible.*
- ◆ *The most important thing my school can do to support people of different races and things is to treat everyone the same and not see race as the first thing people see.*
- ◆ *The most important thing is for people to be open-minded.*
- ◆ *Harsher punishments for racism, racial slurs etc.*
- ◆ *They can act like they care about us and if we're and if a bad day give us a break*
- ◆ *The most important thing that I can do would be to include everyone and not look at someone and judge people by what they look like or how much money one has.*
- ◆ *The most important thing my school can do is handle racial slurs and discrimination and bullying just because of how dark a person looks*
- ◆ *Not draw attention to it and make it a big deal unless there is reason to.*
- ◆ *I think by not treating anyone differently, there is no possibility to create a divide among students based on their race or culture. This includes not singling out any group for good or bad, but rather by performance.*
- ◆ *Treat everyone exactly the same.*
- ◆ *I think that we could just encourage more diversity.*
- ◆ *Have more clubs for more cultures*
- ◆ *Be welcoming to everyone.*
- ◆ *Treat everyone the same no matter what and give people second chances.*
- ◆ *They can make them feel welcome and part of the school*
- ◆ *The most important thing our school can do to support students of different races, ethnicities, and/or cultures is possibly promoting specific holidays and maybe teach a little on the background about that holiday.*
- ◆ *I think the most important thing the school can do is to make this place a welcoming environment for everyone.*
- ◆ *I think having some sort of rally if it is black history month or Hispanic heritage month along with some facts about whatever culture is being celebrated.*
- ◆ *Educate people*

- ◆ *The most important thing my school can do to support students of different races and ethnicities are treating everyone equally.*
- ◆ *the school does fine.*
- ◆ *Provide resources so they can get help when needed.*
- ◆ *They have accomplished this.*
- ◆ *Help*
- ◆ *Inclusive learning and activities*
- ◆ *School can educate students, learn about all the different types of cultures, races.*
- ◆ *add classes to learn about their culture*
- ◆ *nothing treat them normal*
- ◆ *don't know*
- ◆ *make a community with kid and build off of that to make a club out of it maybe. one example Indian ED*
- ◆ *make safe everyone is safe and learning right*
- ◆ *treat people the same.*
- ◆ *teachers ig*
- ◆ *Nothing because everything is alright at this school.*
- ◆ *I don't know i have no option on that.*
- ◆ *do sports excursive*
- ◆ *No staff member is racist. no comment*
- ◆ *Not categorize us as a different culture and make a big deal about our ethnicities and just treat us like everyone else not like were better then anyone.*
- ◆ *The most important thing your school can do to support students is help them when they have problems and talk to them if they have a problem with other students.*
- ◆ *Culture days with cool foods.*
- ◆ *Talk about their history*
- ◆ *Support them.*
- ◆ *Their jobs, just teach us, nothing bias, we don't want your opinion, we want an actual education. I don't care what you think, no one wants to be here, if it wasn't mandatory by the state, I wouldn't be here, I'd be looking for work. I learned more on a big Kneeland property watching real loggers cut down trees so the house and other surrounding property doesn't burn down when the fires come around.*
- ◆ *not treating them any different*
- ◆ *The most important thing that the school can do is be more helpful in situations that get out of hand and have better solutions.*
- ◆ *The most important thing my school can do to support students of different races, ethnicities, and/or cultures is when one of them is offended by a white person actually defend them and do something about it cause I've seen multiple times a Mexican person is not helped out when called a racial slur and it disgusting.*
- ◆ *The most important thing my school can do to support all different types of students is just help them with whatever they need and make them feel welcome.*

- ◆ *I think the most important things school can do to support different races, ethnicities and/or cultures would be to respect their ideas and beliefs.*
- ◆ *I think that providing spaces and advocating against racist ideals is a starting point. However, there is much more to be done, such as not ignoring POC students when they need help or feel they're being discriminated against.*
- ◆ *make sure everyone is treated the same no matter what*
- ◆ *don't discriminate others for any reason*
- ◆ *They can make sure that they are treated equally and have the same opportunities, I guess.*
- ◆ *The most important thing at my school that can support students of different races is having clubs for that race, culture, ethnicity, etc.*
- ◆ *Honestly I truly don't know what they can do. If someone has a problem they should help them to the best of their ability, but realistically I think if we just don't make it that big of a deal most kids will find a way, make friends and fit in somehow someday.*
- ◆ *They can offer resources for things that we need.*
- ◆ *Make them feel included and don't discriminate just treat them as humans.*
- ◆ *Punish people who be racist, done, just don't single them out or try to hard, give them what they need as you would and girl or boy and punish people for bullying them as you would punish any other bully*
- ◆ *Just treat everyone equally.*
- ◆ *Be inclusive*
- ◆ *The most important thing that my school can do to support students of different races, ethnicities, and/or other cultures is to continue running clubs that support/showcase cultures of these groups.*
- ◆ *Most important thing my school can do to support students is providing more opportunities for them*
- ◆ *Make them fit in as best as they can and don't target them or put them on the spot in certain situations.*
- ◆ *I'm not a minority so I would have no idea on how I'd like to be supported.*
- ◆ *Treat them the same*
- ◆ *Spread awareness of cultures*
- ◆ *Keep the clubs going that are for help for them.*
- ◆ *Make sure that no other kids are getting made fun of for what they wear and what they eat*
- ◆ *I think a great idea to support cultures would be to have more multicultural nights for students to go around and try foods and see things from different cultures.*
- ◆ *just treat everyone equally*
- ◆ *Educate others*
- ◆ *Treat them like people, no special catering. They already do this fine*
- ◆ *Make them feel more included, or that what they say matters.*
- ◆ *Just be there for the students, which I feel most teachers are already doing. Everyone is different and learns differently, but most teachers already adhere there lessons to this.*

- ◆ *I think we shouldn't worry about any of that stuff because it should stay at home. and we should worry about your education.*
- ◆ *I think that the most important thing people can do to support students is to be mindful of others background, if talking about a certain culture try to learn a basic knowledge of the culture, and not make anyone feel as the odd one out.*
- ◆ *The most important thing that I think my school can do to support students is to include them in daily things, and different events.*
- ◆ *The most important thing schools can do in order to support students of different races, ethnicities, and/or cultures is that they could add more clubs or they can involve classes of different races.*
- ◆ *To not treat them any different from anyone else, to be there for them and to be understanding.*
- ◆ *It is important that the teachers at this school teach students about the things teachers haven't been teaching here. Like local cultures, life lessons...etc*
- ◆ *Make sure you hire teachers that are actually good at their job and are fair.*
- ◆ *We could do more events specifically for our different races, ethnicities people here at Eureka High.*
- ◆ *Make everyone feel like they are included even if they don't have to talk.*
- ◆ *Hold events*
- ◆ *Give more food so there is no more moshpits*
- ◆ *make sure everyone is welcome and nobody is treated differently*
- ◆ *Not sure maybe just including everyone*
- ◆ *Be respectful*
- ◆ *Make sure they are all welcomed and treated evenly.*
- ◆ *culture*
- ◆ *Have maybe a good day in the cafeteria for all kids to go and eat good food together and have activities to do at lunch.*
- ◆ *Agree and help students feel comfortable doing what they want to do without being judged.*
- ◆ *Teach about them*
- ◆ *make different cultures important.*
- ◆ *The most important thing that my school can do to support students from different races or cultures is to treat them like they would treat me, or any other student and or treat them how they would want to be treated.*
- ◆ *Letting students take breaks outside or if they speak a different language they put the assignment in a different language for the student.*
- ◆ *Just see what happens and if there is any problem adjust it*
- ◆ *I am not super sure but maybe include people?*
- ◆ *mull tie cortrull night*
- ◆ *i have no idea*
- ◆ *I believe that the most important thing my school can do to support students of different races, ethnicity, and/or cultures is to understand the position that they are in outside of school and acknowledge it in some way shape or form, however I think that should be just as important as*

*making sure that there is a functioning classroom. I understand that it is very difficult for teachers to tend to different students needs and that it makes each persons individual education slightly different, however I believe that doing so enables the majority of the class to have a better education than they otherwise would have by helping students who put in effort excel while also helping students in worse positions to be able to learn at least something. I also think that a students life outside of school should be taken into account when that student is disruptive in class, not in order to determine the punishment they receive but to have a better idea of what the teacher must do in order to prevent future disruptions and make sure everyone, including the disrupting student, gets a good education.*

- ◆ *My school has already done things to support other cultures.*
- ◆ *treat them the same as everyone else*
- ◆ *i don't know maybe mention about black history month or other things.*
- ◆ *We do multicultural night that is when you learn about different cultures.*
- ◆ *Leave me alone i just want to go about my day with my friends if I need help i will ask for it*
- ◆ *I think they do a good job of supporting all*
- ◆ *support the students who wants to feel comfortable here.*
- ◆ *not be sexist towards men*
- ◆ *multicultural night*
- ◆ *give options of food for everyone*
- ◆ *by not picking favorites students*
- ◆ *by not having a differnt system*
- ◆ *a class were they help students*
- ◆ *Treat them the same as white people, and not make a deal about them being a different race.*
- ◆ *Treat people how others are treated*
- ◆ *One important thing my school can do is treat everyone the same.*
- ◆ *Learn people culture and races.*
- ◆ *teaching about different races, ethnicities, and/or cultures*
- ◆ *if someone is judging someone of a cultures we can tell an adult and they will get in trouble*
- ◆ *Nothing, who cares about what race they are just treat them the same.*
- ◆ *ELD and Indian Ed.*
- ◆ *Be open minded.*
- ◆ *treat everyone the same.*
- ◆ *geve mar time*
- ◆ *They can try to not pick favorites.*
- ◆ *you can accept them like anyone else treat everyone else how you want to be treated*
- ◆ *Treat them like any other student.*
- ◆ *They can try to make them feel safe at school and not treat them differently from other students here at school.*
- ◆ *The most important thing my school can do is have a school day where people show up in their cultural clothing.*

- ◆ *Maybe have a teacher in every class to help out the people that don't talk or understand English.*
- ◆ *How they have been doing it there are doing good*
- ◆ *help them around and show them around if they just came here*
- ◆ *They can lock down on racism even harder then they are currently because even with the precautions they are currently taking I still see racism floating around quite frequently.*
- ◆ *The most important thing anyone can do to support people of different races, genders, ethnicities, and cultures, is to treat them as equals.*
- ◆ *Teach us about the past of our race/ethnicity to explain words disrespecting a typical race or ethnicity to just show how bad these words really are.*
- ◆ *Talk to and call the parents of students who are being harassed about there race, ethnicity or culture*
- ◆ *Nothing, its good as it is.*
- ◆ *I think the most important thing the school could do is support the students that have a difficult time in life and make them feel like they are safe here at this school instead of them thinking they are not safe here at the school.*
- ◆ *Give more education about different races and cultures that are not that well known.*
- ◆ *Be friends with them and not hate other people you don't know or do know that person*
- ◆ *one thing I think the school can do to support students to be more adults and help people who need help with homework or assignments*
- ◆ *it don't mater if you're a different races.*
- ◆ *The most important thing that my school can do to support students of different races, ethnicities, and cultures is to try and help others with work.*
- ◆ *Teach and ask questions*
- ◆ *treat people the way you wanna be treated at all school.*
- ◆ *not be rude to them and be nice.*
- ◆ *We should all make them feel like they are loved, cared for and we should also make them feel like they matter to each and one of us. There should be NO EXCUSE of treating them differently or Unkindly or even to a point where your making them feel like they don't matter because you should always treat people the way you want to be treated. (ALWAYS BE KIND TO OTHERS)*
- ◆ *The most important thing my school can do to support students of different races, ethnicities, and/or cultures are to treat others no matter what skin or race they're and probably have more events where people can show off their culture and dances.*
- ◆ *I think that one important thing that my school can do to support students of different races, ethnicity, and/or culture is to just be understanding.*
- ◆ *suspend anyone that bully's other races or just in general*
- ◆ *encourage them*
- ◆ *They can do this by including everyone of different races. .*
- ◆ *Maybe host more fun events like multi cultural night and stuff like that.*
- ◆ *Having our Multi Cultral Night was really fun, and I feel as if that was very useful and important for us.*

- ◆ *the most important thing for me is that all races should treat all races the same dose not mader if you are black white asian mexican dose not mader they all should treat people the same.*
- ◆ *multicultural fair*
- ◆ *maybe make a class for different races.*
- ◆ *To not be rude or do not juged them.*
- ◆ *support everyone I'm pretty sure I don't know how to answer that question*
- ◆ *keep them safe*
- ◆ *don't call people names or be rude to them because of their ethnicity*
- ◆ *be happy*
- ◆ *uh be a better school you act like your gonna do all these things like prevent bullying and shit but you never do*
- ◆ *raise awareness*
- ◆ *doing culturer events and it makes me feel that it supports people.*
- ◆ *Keep doing what their doing I haven't seen any discrimination against any race yet so I think its fine.*
- ◆ *Just don't be a jerk.*
- ◆ *First, be nice. Second, do things to support races. Last, new kids.*
- ◆ *By taking good care of them and not being mean and yelling at them.*
- ◆ *you need to be nice and friendly*
- ◆ *to treat them all nicely.*
- ◆ *there backstory and religion.*
- ◆ *not be racist*
- ◆ *be respectful be responsible and be safe*
- ◆ *We had a multicultural night to learn about the different cultures there are .*
- ◆ *Be more supportive.*
- ◆ *we can do it by having cultures or races posters around the school.*
- ◆ *create a safe space for them.*
- ◆ *be nice*
- ◆ *The most important thing the school can do is, making them not feel special and there getting stuff because of that just treat them like the human beings they are.*
- ◆ *Maybe teaching to respect other races, ethnicities, or cultures*
- ◆ *Maybe make a class for that race.*
- ◆ *I don't know what to support students of different races. Maybe have a food culture day??*
- ◆ *try their personal best to prevent it*
- ◆ *say kind things about there race*
- ◆ *invite them in.*
- ◆ *What they can do if treat others the same way they treat different races.*
- ◆ *Treat them how they want to be treated.*
- ◆ *Hire people that can translate the stuff they don't understand.*

- ◆ *Do more multi cultural fairs and have more field trips.*
- ◆ *decorate and celebrate different holidays and different cultures.*
- ◆ *Treat them all the same*
- ◆ *Keep what they doing*
- ◆ *I can agree with them and help them along the way.*
- ◆ *Ask them.*
- ◆ *maybe doing something at lunch like a meeting of different races.*
- ◆ *They can just treat everyone the same.*
- ◆ *Make a support club for the different races who need support.*
- ◆ *I think they should just treat them the same as they treat other children.*
- ◆ *Be supportive to everyone*
- ◆ *Make a effort to prevent bullying and actually punish the bad kids and not rewarding them.*
- ◆ *I think schools can do more multicultural nights.*
- ◆ *The most important thing at our school can do to support students of different races, ethnicity, and cultures is not treat us any differently than other students.*
- ◆ *Try teaching everyone about the history of that certain race/ethnicity/and cultural.*
- ◆ *Make us learn about helpful things.*
- ◆ *nothing cause everything is a-ok*
- ◆ *They can just treat others the way they want to be treated.*
- ◆ *they could treat them all the same*
- ◆ *listening to different conversation and show equal respect to all people*
- ◆ *The most important thing that they can do is they can have classes for different cultures and languages.*
- ◆ *to keep watch if they see if kids bullie different kids in different races*
- ◆ *appreciate our culture*
- ◆ *The most important thing my school can do to support students of different races is making groups of people of different cultures/ethnicities for other people to learn about.*
- ◆ *Clubs?*
- ◆ *maybe classes to help them learn about there race other than indian ed*
- ◆ *Can learn more about there backgrounds.*
- ◆ *make sure there not getting bullied*
- ◆ *By treating them the same no matter how they look or act.*
- ◆ *Be kind and help others in need.*
- ◆ *treat everyone the same so no one feels different in a bad way so kids at school don't feel stupid and worthless.*
- ◆ *I think that it don't matter about the races in the school, because different kinds of the races has different type of culture.*
- ◆ *maybe stop talking bad about one another and respect each other.*
- ◆ *Treat them like others are treated in this school*

- ◆ *teaching about their race.*
- ◆ *have there been more people of color here.*
- ◆ *The most important thing my school can do to bring different races, ethnicities, etc. is to bring it into celebrating about it and including it into school activities to learn about these things.*
- ◆ *prevent bullying and my school does an awesome job at that!*
- ◆ *have some clubs for them, and not try to act like there any different then anyone else.*
- ◆ *The school can treat everyone equally.*
- ◆ *Respect them and don't treat them differently*

**If you would like to provide further input on the district's efforts to provide diversity, support equity, and foster an inclusive environment, please provide it here – we would love to hear from you.**

- ◆ *My family talked about leveled math classes and tried to get this year but to no avail. My previous school had leveled math classes, making them more enjoyable and providing better education. However, this year, some lessons are extremely easy for me and others or too hard for others. With leveled math classes, we could go at a pace comfortable for ourselves without having to worry about falling behind.*
- ◆ *there are not many clubs going on but that would be great if they did that for middle school also if there was a history class*
- ◆ *i think Winship middle school needs more staff and better food and more sports and better students because some are mean.*
- ◆ *I don't completely know but i guess make them feel welcomed*
- ◆ *I don't really care about the district or much of this. I'll get used to it*
- ◆ *we need more school activities like a school sport game student v teachers that is it tho*
- ◆ *i think they do a good job at there job and I'm happy to be here this year*
- ◆ *I think you guys are doing great*
- ◆ *Nutrition is important for our brain, healthier lunches.*
- ◆ *You need to control the amount of bullying in this school. I know that I'm white but I don't like people judging because of it*
- ◆ *By selling food or making clothes of their language*
- ◆ *Pay attention and don't be a bully.*
- ◆ *I don't know anything I would say at this moment.*
- ◆ *Maybe more education about the diversity's.*
- ◆ *treat students the way you wanted to be treated when you were in high school.*
- ◆ *please upgrade the football locker rooms there are bugs in the urinals*
- ◆ *Make sure that even students that are misbehaving are being supported.*
- ◆ *there hasn't been much efforts to provide diversity support until bsu and other clubs fought on it i think there needs to be more effort and a lot more listening from the individuals in power*
- ◆ *If the soccer session was longer.*
- ◆ *school lunch*
- ◆ *i think that teaches should respect student and treat them all the same*

- ◆ *you should make soccer season way long thank you.*
- ◆ *greet them*
- ◆ *Do not tolerate ANY prejudice even if it's a "joke". Make students feel safe and comfortable.*
- ◆ *I would say that the groups I have seen the most bullied so far are queer people and disabled people.*
- ◆ *I don't think diversity is an issue. The issue is kids that don't have great home lives and not much structure take away from others because there aren't any places for them to go except for the bathrooms and getting them suspended or i trouble doesn't do anything. there needs to be more structure for every kid here and a place where they can feel safe. lunch detentions would be better than suspension for example*
- ◆ *Let people have their flags on graduation caps*
- ◆ *They've created clubs for representation, and largely teachers don't target specific ethnicities/sexual orientations. However, some students do target specific people, which is obviously bound to happen.*
- ◆ *I have 3 sisters one 3 years old one 9 years old and one 15 the oldies that came here Zane middle school*
- ◆ *My principal and vice principal are very good at communication. I can trust them. The most important thing you can do to improve diversity, equity, and inclusion within your workplace is to build an inclusive company culture. This provides psychological safety for your diverse group of team members to bring their authentic selves to work.*
- ◆ *More advisors?*
- ◆ *I think you guys should check the bathrooms for people vaping and take their vape away until a guardian comes to get it.*
- ◆ *teachers need to be more aware of bullying*
- ◆ *I think that the school should focus more on teaching skills than memorizing*
- ◆ *Just more for native Americans in general*
- ◆ *the schools needs to do better with making everyone feel safe and equal*
- ◆ *I would really like to hammer this home: from where I sit the district is seriously knocking it out of the park. high school students will be bullies because they're high schoolers. some of this will slip through the cracks. but it took one slip of paper to get my name changed in the entire system, no questions asked. there are gender neutral locker rooms. my friends have places where they can get help with their homework without feeling like an outcast or an invalid. this is actually really rare and really cool*
- ◆ *Open up to learning about other cultures. I would love to take units where I just learn about things that people do outside of the US that isn't related to politics and wars.*
- ◆ *I feel that is this movement to try and support everyone you are leaving some people behind. I understand you are trying support the minorities but your leaving people behind by placing white people in a separate category which is the definition of segregation.*
- ◆ *just teach people to be kind to other people even if they are different from them*
- ◆ *You're trying too hard. Worry more about things like individuals succeeding no matter what their race is.*
- ◆ *Let student's use headphones in class while they are doing homework or work*

- ◆ *we'll help.*
- ◆ *I would say going back to school hours getting out at 3:19. 3:44 is such a long day.*
- ◆ *I want to see everyone getting treated with respect from each and one of us from our school.*
- ◆ *The district could add more learning/informative additions about other races or cultures.*
- ◆ *I have no further input everything's been great.*
- ◆ *I really think that the district so do an effort to make the people/ houses around the school more respectful. They should not be putting up political signs on their windows because it could be disrespectful to some of the students here at the High school.*
- ◆ *I want to have a school that has an all teachers from different races. Say if I had an African American history teacher I'd learn more on how they feel instead of a teacher that doesn't understand the other side*
- ◆ *Kids deserve to be helped and not treated like they aren't enough, I don't learn well at this school at all I would like to but there's nothing I can really do if others don't try also.*
- ◆ *Make sure people rich or poor are equal.*
- ◆ *I feel like my district does not have as large of issues with diversity as it does with the limited education available.*
- ◆ *I wish we did football in PE again.*
- ◆ *built robots to protect students and adults from school shooting.*
- ◆ *Provide pads or tampons in ALL of the bathrooms but before you do this you need to have a talk with ALL of the female students of the school about how much they cost and how important this is for students who need them because some girls will take this as a joke. Mainly the ones who have not heard of or had a period. Menstruation should be taught in 6-7th grade because over 50% of the girls in middle school have had their period before 8th grade. Taxes and how to pay bills should be taught in 10th grade.*
- ◆ *I think that maybe there should be some adults that talk to students that have a hard time like: not enough food, abusive parents or guardians. I think we should support and make students feel safe.*
- ◆ *more multi cultural night*
- ◆ *Nothing. To be honest they are nice no mean teachers.*
- ◆ *the library*
- ◆ *to be more excellent*
- ◆ *To be more kind*
- ◆ *better food*
- ◆ *I think that adults should stop treating us like little kids and yet expecting a lot of work or good behavior from us.*
- ◆ *I would like to help out.*
- ◆ *better food*
- ◆ *Please punish students who behave poorly. at every school i have gone to in this district i see bad kids being rewarded and good kids being punished the worst, for the smallest mistakes.*
- ◆ *Try educating kids more on other races/ethnicity and gender/sexuality/pronouns.*

# Appendix B

## Parent Survey Results

(English n=210, Spanish n=22, Hmong n=4)

How many children do you have enrolled in the school district?

Response	%
None	2%
1	44%
2	35%
3+	20%

Do you have children enrolled in Preschool/TK/Elementary?

Response	%
Yes	54%
No	46%

Do you have children enrolled in Middle/High School?

Response	%
Yes	43%
No	58%

At which schools do you currently have children?

Response	%
Winzler Children's Center	0%
Alice Birney Elementary School	10%
Grant Elementary School	8%
Lafayette Elementary School	11%
Washington Elementary School	15%
Zane Middle School	23%
Winship Middle School	16%
Eureka High School	15%
Lincoln Learning Center (Zoe Barnum High School and independent study)	1%

How long have you lived in Eureka?

Response	%
<1 year	5%
1-10 years	29%
>10 years	66%

Counting all of your children, for how long have you had children attending one of the schools in Eureka City Schools?

Response	%
<1 year	21%
1-10 years	59%
>10 years	20%

At home, what languages are spoken other than English?

Response	%
Spanish	10%
Hmong	3%
Chinese	1%
None, only English is spoken in our home	77%
Other	9%
Yurok, Japanese, Hebrew, Russian, German, Laotian, Chuukese, Portuguese	

In your home, which race/ethnicities are represented in your family (please check all that apply)?

Responses	%
Anglo/White/Caucasian	31%
Hispanic/Latinx	38%
Native American	13%
African-American/Black	10%
Hmong	2%
Chinese	2%
Other Asian/Pacific Islander	4%
Other (please specify)	4%

**Preschool/TK/Elementary Parents**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Don't Know/ No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I feel welcome at my child's elementary school.	53%	36%	6%	5%	0%
I have attended at least one family event at my child's school in the past year, such as a Family Night, student performance, PTA meeting, etc.	62%	28%	8%	2%	1%
I have been asked to serve on a parent group at my child's school, such as the PTA.	43%	33%	13%	10%	2%
I have been asked to volunteer at my child's school.	33%	39%	13%	13%	3%
I would like to hear from my child's teacher more often.	23%	42%	17%	16%	3%
If I want to, it is okay to come to school to have lunch with my child.	29%	30%	38%	3%	0%
Other than getting monetary donations, my child's school does not seem to want me involved.	3%	7%	20%	36%	35%
My child's school has told me that I am my child's first teacher.	21%	24%	27%	18%	10%
My child is getting a good education at their school.	34%	47%	11%	7%	1%
The teacher keeps me well-informed about my child's educational progress.	28%	45%	11%	12%	4%
My child's teacher treats me like a partner in the education of my child.	30%	43%	13%	11%	3%
The staffing at my child's school is diverse.	25%	37%	28%	9%	2%
My child's school values race/ethnic diversity.	31%	39%	21%	8%	1%
Educating my child is mostly the school's responsibility, not mine.	2%	6%	7%	44%	42%
Students of different backgrounds/races/ethnicities interact well in my child's school.	30%	39%	25%	5%	0%
My child looks forward to going to school on most days.	43%	43%	3%	8%	4%
My child has been subject to bullying by other students this year.	17%	22%	18%	28%	16%
The teachers have high expectations for my child.	19%	38%	28%	13%	3%
My child has complained that their teacher treats some students differently or plays favorites.	6%	8%	13%	35%	38%

Statement	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
My child has learned about people from different races, ethnicities, or cultures at school.	22%	38%	29%	10%	2%

**In the past month, a teacher from my child's elementary school has contacted me via** (please select all that apply):

Response	%
Remind App	62%
Face-to-face when I visited the school	44%
Handwritten or printed notes sent home with my child	41%
Phone Call in English	39%
Email	21%
Class Dojo	9%
Phone calls using a live translation service to a language other than English	5%
Other (please specify)	5%

**Middle/High Parents**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Don't Know/ No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I feel welcome at my child's middle/high school.	30%	49%	12%	6%	3%
I have attended at least one family event at my child's school in the past year, such as a Family Night, student performance, sports competition, PTA meeting, etc.	52%	29%	9%	8%	1%
I have been asked to serve on a parent group at my child's school, such as the PTA.	23%	31%	23%	15%	8%
I would like to hear from my child's teachers more often.	32%	42%	16%	10%	1%
Other than getting monetary donations, my child's school does not seem to want me involved.	6%	8%	28%	40%	18%
My child is getting a good education at their school.	21%	46%	16%	10%	7%
The teachers keep me well-informed about my child's educational progress.	14%	43%	10%	26%	7%
My child's teacher treats me like a partner in the education of my child.	14%	37%	23%	19%	7%
The staffing at my child's school is diverse.	16%	27%	39%	12%	6%
My child's school values race/ethnic diversity.	20%	37%	33%	5%	5%
Students of different backgrounds/races/ethnicities interact well in my child's school.	16%	37%	36%	6%	4%
My child looks forward to going to school on most days.	35%	39%	6%	14%	5%
My child has been subject to bullying by other students this year.	11%	24%	21%	27%	18%
The teachers have high expectations for my child.	12%	47%	22%	14%	5%
My child has complained that their teacher treats some students differently or plays favorites.	9%	23%	19%	29%	20%
My child has complained that their school disciplines some types of students more harshly than others.	8%	20%	26%	25%	21%
My child has learned about people from different races, ethnicities, or cultures at school.	10%	51%	30%	5%	3%

Statement	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
All students in this district have equitable access to advanced programs (AP, Honors, Gifted).	11%	27%	50%	6%	5%
This district has appropriate resources to support all students who are struggling with academics.	6%	29%	42%	13%	10%
In this district, students and families are not treated differently because of their race, ethnicity, gender, disability, primary language, or religious affiliation.	18%	30%	33%	12%	6%
Some types of middle/high school students are not considered “college material” here.	5%	9%	63%	11%	12%

**In the past month, a teacher from my child’s middle/high school has contacted me via** (please select all that apply):

Response	%
Face-to-face when I visited the school	25%
Email	23%
Phone Call in English	19%
Handwritten or printed notes sent home with my child	14%
Remind App	5%
Class Dojo	5%
Phone calls using a live translation service to a language other than English	4%
No contact	7%
Other (please specify)	6%

## All Parents

### What could the school district do to make you feel more welcome in your children's schools?

Nothing, parent already feels welcome: 32 Responses. Examples include:

- ◆ *I feel welcome at the school and have since we started in TK.*
- ◆ *Alice Birney has been great, at making us feel welcomed. They have a very friendly staff, who are all very approachable and want you involved in any way possible.*
- ◆ *Feel welcome at any point.*
- ◆ *I have zero complaints! The staff and teacher have been above and beyond caring and inclusive.*
- ◆ *Nada, lo hacen bien. [Nothing it's working well.]*

Suggestions:

- ◆ *Ask me to volunteer.*
- ◆ *Improve its communication across the board. Have better access across the board for all.*
- ◆ *Better communication about upcoming events, PTA, Boosters, etc.*
- ◆ *Drop the negative attitudes from staff teachers and administration. Stop walking away when you enter a room.*
- ◆ *First year, not unwelcome-just not aware of all activities yet*
- ◆ *When parents raise concerns, take the concerns seriously, try to find a solution together rather than brush off the parent, treat the parents like their input on their child's education matters.*
- ◆ *I have not felt unwelcome at Winship. This is our first year at Winship and besides not always knowing where things are or how things work, we have felt welcome.*
- ◆ *Teachers can reach out to parents to highlight positive behaviors rather than only focusing on negative students. The students who show up each day, doing what they're supposed to, get pushed to the side while negative behaviors dominate.*
- ◆ *Kick out the bullies*
- ◆ *Why do I hear such negative things about ALL the Eureka schools? You MOST hear/read them.*
- ◆ *More frequent communication through newsletters or social media.*
- ◆ *open communication, more invites*
- ◆ *More family events.*
- ◆ *Better understanding to their culture*
- ◆ *More community events*
- ◆ *It would be cool to get acknowledged and have more parent/student community events.*
- ◆ *Not have so many administrators.*
- ◆ *Have staff reach out more individually*
- ◆ *Have more on site events and notify us farther in advance.*
- ◆ *More open house or meet and greet teacher options.*
- ◆ *The automated calls about upcoming events is really helpful.*

- ◆ *The school needs to communicate more and stop ignoring the important things. Like for example letting all the parents know what is offered at the school and what they are allowed to do with their students.*
- ◆ *Now that I have a child in HS I do not have any sort of interactions with teachers unless there is an issues. I would like to see they make more of an effort.*
- ◆ *Be better at communication*
- ◆ *It would be nice to get information before events happen. I get newsletters after events have happened*
- ◆ *Improved overall climate. Teachers seem to distrust district office staff.*
- ◆ *Ask for things from us. Give parents a laundry list and let them pick, sometimes organize and most importantly get to interact with other parents (and students), working towards a positive and beneficial goal.*
- ◆ *Not set a schedule for you to choose a time and come to find out the time you chose to meet with the teacher does not fit the schedule they gave you*
- ◆ *Be more open to LGBTQ issues and gender fluid expression in the students*
- ◆ *Communication could be better.*
- ◆ *Quit making everything about race and gender. We are all people. Stop putting us all into groups. It only perpetuates racism.*
- ◆ *Discuss what programs, clubs, academics are communicated to kids to promote diversity*
- ◆ *Middle school doesn't seem as communicative or interactive as Washington*
- ◆ *EHS did not welcome me but ZOE Barnum does*
- ◆ *Have the teachers more involved with communicating and helping get on track*
- ◆ *Let parents know of school activities. Our child had a preference and had she not said something we would not have known about it.*
- ◆ *Increase communication.*
- ◆ *Parent events*
- ◆ *Give better update info*
- ◆ *The school is understaffed. It would help if the teachers and staff had enough support so they didn't feel so overwhelmed.*
- ◆ *Interact with parents , have more back to school night , more school functions*
- ◆ *Partner with me and communicate with me on how my children are doing. I hear zero about my middle school or high school student.*
- ◆ *I am privileged in my role that I am fairly known in the ECS community and welcomed by staff and students.*
- ◆ *Greet students and families with an open mind and with more kindness. Create a better policy regarding dress code among students who attend school with inappropriate clothing/gear.*
- ◆ *More bilingual staff. More communication with parents from high school teachers. More parent involvement at the high school*
- ◆ *Throw more open house, school functions for family's and the students.*

- ◆ *I love getting to visit and participate in school functions. The problem is not early enough notification. If I don't know at least 6 weeks in advance, I cannot request the day off and I work nights. I end up missing fun events with my children because I am at work.*
- ◆ *They could have volunteering opportunities.*
- ◆ *Weekly work assignments, how the student handled or did with the particular subject worked on. However the weekly news letters are nice and informative.*
- ◆ *Have teachers reach out to parents*
- ◆ *The office assistant isn't friendly in the littlest bit.*
- ◆ *Some staff are not approachable. Ignore, eye rolling, or are talking to each other when a parent needs their attention, etc.*
- ◆ *I just don't like how parents who don't work seem to have the in on everything and parents who can't be there daily are last to know.*
- ◆ *More teacher parent events*
- ◆ *More communication with parents*
- ◆ *Be welcoming when visiting the school*
- ◆ *La comunicacion [Communication]*
- ◆ *Poner traductor en español [Provide Spanish translation]*
- ◆ *Mas eventos familiares mensurales [more monthly family events]*
- ◆ *Tener mas formas traducidas al español [Have more forms translated into Spanish]*
- ◆ *Que haya más comprensión con los niños, más cuidados y mejor trato [That there is more understanding with the children, more care and better treatment]*
- ◆ *Para nosotros que no hablamos ingles que nos comunicamos en español [For us who do not speak English, communicate with us in Spanish]*
- ◆ *Yam ua kuv cov me nyuam tsi to taub thov pab qhia kom kuv cov me nyuam to taub thiab nkag siab zoo. [What my children do not understand please help to teach my children to understand and understand well.]*

#### **What could the district do to improve its staff diversity?**

Hire more diverse staff: 9 responses. Example:

- ◆ *Hire a more diverse staff. More people of color, more men, more non-hetero teachers.*

No need to do this, parent already perceives district staff to be diverse: 11 Examples:

- ◆ *Quit focusing on it. Just hire the most qualified people.*
- ◆ *Nothings to improve they are doing an excellent job*
- ◆ *The diversity is fine.*
- ◆ *Nothing. Diversity only means less white. Enough of the woke gibberish.*
- ◆ *I think the staff is pretty diverse.*
- ◆ *The district does a great job of this already*

Staff diversity is not a concern:

- ◆ *Diversity of staff is not as important to me as quality and competence of staff.*
- ◆ *I hope the school is focused on the quality of their staff as opposed to meeting specific diversity requirements.*
- ◆ *I believe people should be hired based on their merits, not skin color or ethnicity.*
- ◆ *If we are hiring someone based on making a diverse staff and not on qualifications, we are not doing students any service. If we are talking about in general as a staff, we could have celebratory heritage days where staff could bring food and speak about their culture to other staff members.*
- ◆ *Hire the best staff regardless of race.*
- ◆ *Diversity isn't an issue when the teachers and staff are well trained and knowledgeable. You can't judge that on the outside.*

Suggestions/Other Comments:

- ◆ *Pay teachers more money.*
- ◆ *seek out of town diverse staff, don't just hire straight out of college. Places and companies have done this.*
- ◆ *Stop hiring people that don't like working with children and parents.*
- ◆ *The demographic of the city isn't going to change and I don't think the demographic that exists needs improving... Diversity in terms of more teachers who are passionate about teaching instead of passionate only about their pay and benefits could use improvement.*
- ◆ *Focus recruitment efforts in the community where individuals live, maybe community events sponsored by members of those communities?*
- ◆ *Respect their teachers and support the teachers when there are tons of kids with behavior issues in one class. Ex at Winship 8th grade math fourth period the behavior prob kids over half the class took over class recently for over 25 min until admin came to help. How can my child learn in that environment? Why would a teacher want to teach there?*
- ◆ *Challenging as this part of California probably doesn't have a diverse pool of educators, but there should be a more diverse support staff. This is possible.*
- ◆ *Education, awareness, and exposure.*
- ◆ *Try to hire teachers from the Hmong community. That is our biggest deficit in teacher representation to our student population*
- ◆ *Have inclusion person first language trainings and create a culture of acceptance. If staff see something wrong do something to fix it. Don't be passively racist, sexist, or ablelist.*
- ◆ *Beyond your control, honestly*
- ◆ *Reduce the size of HCOE staff and put it towards teachers*
- ◆ *Give the land back*
- ◆ *Hire the best teachers who know how to teach the subject matter*
- ◆ *I believe this issue is bigger than the district. With teacher shortages finding qualified applicants is challenging let alone a diverse pool.*
- ◆ *Advertising to the public the job opening and opportunities.*

- ◆ *Include more religions and background. Otter Romp tries to include all but I've heard almost nothing from PTA except they want money*
- ◆ *The district could offer a more competitive salary to teachers and staff to attract more qualified and diverse applicants.*
- ◆ *The easiest way, in my opinion, would be to continue hiring the best available candidates for the job, as those folks will naturally be a diverse bunch.*
- ◆ *The school district should hire more conservatives*
- ◆ *Recruit more from local Native Communities.*
- ◆ *Strengthen the teachers' contract, more staff will be attracted to a higher rate of pay*
- ◆ *Pay a better wage to encourage retention*
- ◆ *find and retain diverse talent in top admin levels and as teachers*
- ◆ *Hire better. Pay better so more diverse staff want to work here.*
- ◆ *Offer more competitive salaries, provide more teacher support, make ECS a desirable employer, lower class size, hold students accountable for their actions....less classroom evacuations due to unsafe student behavior.*
- ◆ *Hire more people of different races and require less requirements to be hired ( make the hiring process quicker) (don't require being vaccinated!!!!!!)*
- ◆ *Equitable hiring practices. Leave the area and recruit.*
- ◆ *Include more opportunities for families to share their culture at family nights and events through the school. Perhaps these events could incorporate literacy as well.*
- ◆ *Increase staffing overall and recruit from the communities we serve. Reduce class sizes and offer more classified staff assistance for students needing additional help and services.*
- ◆ *Diversity seems to be fine, but I continue to hear about the need for more staff on yard duty, lunch duty, etc. These areas/time have the least supervision and the highest number of unwanted student behaviors, such as bullying, name-calling, inappropriate school language and issues such as these.*
- ◆ *Have diversity among teachers and staff and be educated about the cultural ethnicities that they will be working with. There should be a training or workshop that is required for school administration, teachers, and staff to learn about diversity.*
- ◆ *Promote diversity and advertise welcoming messages to individuals from different backgrounds*
- ◆ *Hire teachers with more advanced educations from other countries?*
- ◆ *Advocate to HCOE and Cal Poly Humboldt to continue developing more diverse teacher recruitment procedures and processes.*
- ◆ *Not totally sure but in my personal experience. Acknowledging history is important and talking about things in person regarding race could be helpful for children to understand why there is such talk of different races.*
- ◆ *While I do believe that the school is quite diverse I do believe that there is a lack in educational opportunities for cultural education although that is a techie subject for some parents so I understand why.*
- ◆ *Intentional hiring, welcoming environment increase BIPOC leadership*
- ◆ *Tener mas maestros que se comuniquen en espanol [Have more teachers who can communicate in Spanish]*

- ◆ *Mas eventos culturales [more cultural events]*
- ◆ *Mas maestros cuidadores y personas responsables en principal maestros respetuosos. [More caring teachers and responsible people, mainly respectful teachers.]*
- ◆ *Que tengan mas seguridad en las escuelas [Have more security in schools]*

**What is the most important thing your school can do to support students of different races, ethnicities, and cultures?**

- ◆ *teach them about it*
- ◆ *Have a district-wide multi-cultural fair.*
- ◆ *Do more events at schools across the board*
- ◆ *Keep doing what it's doing*
- ◆ *Hold everyone to high standards. Often students of color who break the rules are not suspended because staff fear they will be perceived as being racist.*
- ◆ *Treat people with English as a second language with the slightest bit of respect instead of making them feel stupid as I witnessed a school counselor do on registration day, [redacted]*
- ◆ *Protect and celebrate them!*
- ◆ *All the students, no matter their race or ethnic background need to be better educated. By supporting all the students equally in learning they will all benefit.*
- ◆ *Celebrate their history and culture, understand the cultural experiences that may impact behavior, never tolerate or make excuses for targeting or harassment.*
- ◆ *Treat everyone the same. Kindness and support shouldn't be about races, but rather academic need.*
- ◆ *Educate students on appropriate/inappropriate behavior and respect towards everyone, regardless of race and culture. Make kids aware of what constitutes bullying. Many are not aware that certain actions are considered bullying.*
- ◆ *I think the most important thing would be to ensure that the school teaches my students about the greatness of America as a country and the value that America and its systems bring to the world. That people of all nationalities, ethnicities, and races come to this country for what it represents. Teaching this would help me, and my student feel our culture is supported.*
- ◆ *More should be done to train educators and staff about the cultures in our community. Poly Tech Humboldt would be a great resource.*
- ◆ *Treat everyone equally*
- ◆ *Addressing racism. Teaching other students about other cultures and general respect for others. From what my daughter has told me there are some racist students at Winship*
- ◆ *Make different kinds of food from different cultures and celebrate holidays etc. from diverse cultures*
- ◆ *Educate staff and students on cultural diversity. Hold those accountable who use derogatory rhetoric in their school environment.*
- ◆ *Study and celebrate different races, ethnicities and cultures.*

- ◆ *Ensure that all students feel safe regardless of race, ethnicity, or culture. If the school sees racist actions or hears racist language you stop it. The school needs to really work on creating a more positive culture. It also needs to be highlighted that racism exist at EHS. Racism can be stopped if you all acknowledge that is present and not welcomed. Again, I will reiterate "See/hear something say something"*
- ◆ *Quit focusing on it. The more you harp on it the worse it is. Quit dividing us.*
- ◆ *Bias training for students and staff*
- ◆ *Reduce the size of HCOE staff and put it towards teachers*
- ◆ *Affinity classes with the best teachers*
- ◆ *Focus on academics*
- ◆ *Ensure that there are equitable opportunities and that students understand their choices and opportunities.*
- ◆ *Don't make it a big deal. Don't advertise or point out different races. Just celebrate out diversity. Kids are born unbiased, "race" blind. I feel the more emphasis that's given to recognizing differences, the more differences we create.*
- ◆ *Bring in people of color as guest speakers, show casing them as examples of positive role models and helpful members of our community.*
- ◆ *They are already doing that with the multicultural community events*
- ◆ *Having international students or study about abroad and different cultures at class.*
- ◆ *Have cultural nights and send more cultural projects home. Also have a student swap program so that another child may see what's it's like to live in another cultures home.*
- ◆ *Promote inclusivity among students and staff.*
- ◆ *Ask those families how they would feel best supported and try to include them when celebrating cultural holidays and events.*
- ◆ *Not make a big deal about it. Making too big of a deal about accepting different cultures can make minority kids feel like the spotlight is on them and it can be a negative experience. Plus, the white kids sometimes feel like they are not special because they are just white.*
- ◆ *Continue what it's doing.*
- ◆ *Have conversations and have lessons*
- ◆ *Schools can continue to offer a variety of academic support classes and services. It's also important to offer clubs and a variety of extracurricular activities.*
- ◆ *Get a new superintendent*
- ◆ *Equal treatment, with specific help as needed.*
- ◆ *Focus on the criteria not superficial issues such as skin color.*
- ◆ *Reach out to more families*
- ◆ *Not dwell on racial differences and treat everybody the same. As a bipoc person, I want neither special treatment nor to be treated poorly. Just treat us like everyone else.*
- ◆ *Treat them the same as everyone else. Ask questions if you would like to know something. Most people like talking about their heritage, especially when the questions are done in a compassionate way.*
- ◆ *Make sure the curriculum we are using represents diverse voices*

- ◆ *Treat every student the same*
- ◆ *Well let's start with my sons are straight a and ab students and never have once been recognized for that!!! Not once and my oldest goes into high school next year and has never been given a certificate or anything that supports his grades and the fact that they try really hard for no recognition what so ever.*
- ◆ *Maybe cultural performances*
- ◆ *Craft in class space for discussion and conversation.*
- ◆ *Teach the kids to stop bullying each other and what is appropriate to discuss and what isn't.*
- ◆ *Stop putting every student into groups based on their race and gender. Stop pandering to groups based on their race. Realize that we are all people and valuable regardless of what our race or gender are. Quit making people victims because of their race and stop placing the blame for atrocities that occurred in the past on this generation. Treat everyone equally. Quit teaching white children that they have some sort of privilege and should feel guilt about something they had nothing to do with that happened almost 200 years ago.*
- ◆ *Support and encourage, find and reduce systemic barriers that placed in front of kids of color and from differing backgrounds*
- ◆ *My son made the comment that he feels non bipoc students are held to a different standard of conduct than bipoc students. He provided the example of if a student uses a swear word they will typically be sanctioned instantly, whereas is a student of color uses long strings of swear words, teachers do nothing. I actually asked a teacher what they thought about this observation and they chuckled and said "that's equity".*
- ◆ *Treat them as equal*
- ◆ *Make those of non ethnicities aware of the grounds they reside on and also teach them of the cultures.*
- ◆ *Read books, talk about different cultures, watch videos, bring in speakers.*
- ◆ *Keep doing what they doing*
- ◆ *Education*
- ◆ *Work harder to provide meaningful support in classrooms and smaller class size so that students can really form relationships with their teachers. Spend district funds on cultural opportunities for students. Work harder to find translators.*
- ◆ *Treat everyone fairly, teach what love respect and fairness is in a classroom setting and teach what RESPECT is because some kids are definitely not taught that at home.*
- ◆ *Talk about it, teach about it, provide books and materials so that our students are engaging in positive conversations.*
- ◆ *Use inclusive practices and teach students how to be inclusive, kind, and to acknowledge diversity as a strength and learning opportunity rather than a reason for segregating.*
- ◆ *Host events with translation services. Offer training for staff, teachers, and parents in diversity, equity, and inclusion.*
- ◆ *Continue to ask for volunteers, opportunities to meet just as parents, and embrace diversity and how it can educate children*
- ◆ *Black awareness days, indigenous awareness days. Teach the kids how other children and families live in different countries so they can learn about the different cultures that each race has. Learn the way they live and do things.*

- ◆ *Promote cultural celebrations and teachings in the school.*
- ◆ *Alice Birney is doing a great job! Other schools such as Winship, EHS should improve*
- ◆ *Be supportive in every way possible! Especially financially!*
- ◆ *No taking all these holidays off. More students would probably benefit from being in class celebrating holidays and learning special things on those days.*
- ◆ *Keep celebrating diversity. Educate children thoroughly when it comes to history. Don't sweep the ugly parts under the rug like we did when I was a kid in school. The only way not to repeat history is to actively be against the wrongdoings.*
- ◆ *Treat everyone equal*
- ◆ *Advocate to HCOE and Cal Poly Humboldt to continue developing more diverse teacher recruitment procedures and processes.*
- ◆ *Celebrate every race's different successes. And just the simple history so for example a child might know why African Americans had to overcome slavery just an example . Some kids just don't know the basic history, I try to tell my kids as much as I can but I've found they typically listen to others better.*
- ◆ *Have days dedicated to their culture so other students may learn about their classmates and where they come from and how they do things differently.*
- ◆ *Community events that include all with translators. Teach multiple languages to all students.*
- ◆ *Promote the anti hate, bullying, racism stance. There is no tolerance for hate in any form.*
- ◆ *Be aware and respectful of the cultural and religious practices of the diverse community and celebrate them!*
- ◆ *Have culture days to know about the different cultures*
- ◆ *Treat them the same as anyone else. Listen to the students, smile, conversation, etc.*
- ◆ *Treat them same as everyone so kids do do. Just like a short kid shouldn't be treated differently than tall.*
- ◆ *Include everyone. Which they do*
- ◆ *The district does a great job of this already*
- ◆ *Be fair and caring to everyone*
- ◆ *Teach them about actual history. Have clubs and events for different cultures and ethnic groups.*
- ◆ *My child has a learning disability and I would like to see more diverse learning methods rather than the typical at desk work assignments*
- ◆ *Stop talking about it! Trying to force "diversity" only further divides people. Good and bad people come in ALL shapes and colors.*
- ◆ *hold mandatory implicit bias and DEI workshops for staff*
- ◆ *Just keep up with the schools doing*
- ◆ *No permitir que haya bullying [Don't allow bullying.]*
- ◆ *Habalarles a los estudiantes sobre el studio universitario y hablarles sobre como pueden emprender sus negocios...as todos pueden tener una menta educada ys dispuesta para habrirse un major camino para sus vidas. [Talk to students about college study and talk about how they can start businesses...so everyone can have an educated and willing mind to make a better path for their lives.]*

- ◆ *Seguir apoyandolos y animandolos. Una maestro de my hija la motive pera que fuera a la Universidad. [To continue supporting and encouraging them. One of my daughter's teachers motivated her to go to the University.]*
- ◆ *Darles mas ideas para terminen la Universidad [Give them more ideas to finish University]*
- ◆ *Ensenarles de cada una de ellas y respetarles [Teach them about each one of them and respect them]*
- ◆ *No aya raciso y que traten a todos por igual para que aya paz y seguridad en las escuelas [There is no racism and that they treat everyone equally so that there is peace and security in the schools]*
- ◆ *Que haiga mas papeles traducidos en diferentes idiomas [Have more papers translated into different languages]*
- ◆ *Ver que necesidad tiene cada estudiante [See what each student needs]*

**If you would like to provide further input on the school district's efforts to provide diversity, support equity, and foster an inclusive environment, please provide it here – we would love to hear from you.**

- ◆ *I don't feel as though I have been present enough at the school to really speak on the matter*
- ◆ *I think the district needs to inform parents (and the community) of all the great things the district is doing. I think a district newsletter that is sent home with all the parents would be a good thing. I think the district needs to welcome more parent input at the Board Meetings. There is a very big lack of parent involvement.*
- ◆ *The school district could do more to honor the hard work of those who do the right things. We need a more rigorous academic program.*
- ◆ *There are many programs to help struggling students but advanced programs are non-existent at the middle school level. True equity should include students that are high-achieving and motivated. They are bored and struggling to sit through an hour-long period when they are finished in half the time and would like to move on. Also, administration and counseling need more staff support. In order for students to succeed, the school climate needs to feel safe. With so many behavioral issues to tend to, there needs to be separate positions for academic counseling and mental/behavioral counseling. The admin at Winship is impressive, but they are overworked and need more staffing.*
- ◆ *I am not sure what is meant by the term 'Equity.' If the school is hoping to promote Equal Opportunity for all students, I whole heartedly support that. If the school is hoping to ensure Equal Outcomes for all students, then I think that will be difficult. I do believe in meritocracy and hard work and I hope these are values the school promotes. We should not sacrifice quality for diversity, and it is not healthy for D.I.E. to be promoted if this effort runs counter to the school's ultimate objective of providing an education to students and preparing them for adulthood and the actual challenges that one may face. I am not sure these concepts are actually practical beyond academia and maybe California. Thank you for allowing my feedback.*
- ◆ *It would be nice to know what diversity training/education the educators and staff receive and plans for additional training.*
- ◆ *Redraw the attendance maps to reflect more logical boundaries for each school, specifically Lafayette, so that neighborhoods directly around the schools are more accurately represented and cohesive in order to strengthen community*
- ◆ *AP Prep classes such SLI at Zane need to be offered at Winship as well.*

- ◆ *Everyone in leadership must collectively work together to ensure positive change occurs. If administrators don't care nothing will change.*
- ◆ *Quit harping on our differences and dividing people into categories.*
- ◆ *Empathic training, continuing pbis work*
- ◆ *Stop pandering to me just because I am native.*
- ◆ *I didn't believe you. This will get filed away while admin pats yourself on the back for doing a "science" and research*
- ◆ *During any assembly at Zane, English and Spanish are spoken by staff, Zane has a multicultural event tonight, and libraries throughout the district have a wide range of books that reflect the diversity of our community.*
- ◆ *I know it's a first world problem, but there is no support for my 8th grader who is possibly gifted in math and science. He is bored and that begets behavior problems. I appreciate the advanced language and history program.*
- ◆ *thank you for taking the time to conduct this survey. Hopefully it will go a long way in making everyone feel included.*
- ◆ *My kids feel held back by others in the class, like the teacher is teaching to the lowest level. Sometimes this includes students who are misbehaving in class. It would be nice to have independent study for those who could move on.*
- ◆ *Please update your policies regarding gender fluid and non-binary students.*
- ◆ *My daughter has told us there is a lot of racial slurs being said by all groups of kids as well as sexual harassment. This needs to be taken a lot more seriously as this kind of behavior is not something that will be tolerated when these kids enter a professional environment some day.*
- ◆ *Quit with the woke nonsense and quit making race the forefront of everything. All you are doing is pointing out our differences instead of promoting unity with surveys like this.*
- ◆ *Send out reports or statements on specific steps, programs, initiatives re: DEI is incorporated into ECS*
- ◆ *Do a better job supporting classroom teacher! Work harder to provide classroom support!*
- ◆ *I would really like to see the kids that are disobedient, disrespectful and disruptive have some sort of consequences like suspended, expelled, home schooled and their parents should be held responsible in some sort of way also if that child is still not respecting the school community. I am TIRED of my kid witnessing it and seeing NOTHING done about it. Everyone needs to be more involved to make a TRUE change. Please help these kids out and give them more than they deserve.*
- ◆ *Challenge students' academics. Greet everyone with respect, kindness, and non-bias.*
- ◆ *There is a multicultural celebration every year, there are celebrations of certain backgrounds during certain months, black history month is very in depth and educational. There are even library books about different cultures and important people in history. It's really cool to see my kids growing up with so much diversity, because so many of us have not. We are setting this generation up to be wonderfully capable of loving one another and I'm so proud!*
- ◆ *I think that Alice Birney needs to hire more monitors to keep eyes on the children and make sure they are safe. My child has been bullied and continues to get bullied and he always tells me there is no one watching them on the playground/field. It's frustrating because he really used to enjoy school and now is worried about getting picked on at recess. There should be more bullying*

*education because I strongly believe the way that kids treat each other affects them in the long run.*

- ◆ *Speech therapist are needed*
- ◆ *Teach all students multiple languages for a fair and equal opportunity.*
- ◆ *There needs to be follow through with children who have a behavior plan, when a parent is told that the school will do assessments to help they need to do that. Parents should not be ignored neither should the child. And children should not be blamed for something that they didn't do because staff do not know how to ask questions or investigate.*
- ◆ *We need more staffing*
- ◆ *STOP talking about it.*
- ◆ *Que sigan a si alentadno a los jovenes a luchar pos us sueños. [Continue to encourage young people to fight for their dreams.]*
- ◆ *Que tengan una persona biligue en el distrito [Have a bilingual person in the district.]*
- ◆ *Lo primero que aya respeto y tranquilidad para los ninos y seguridad [First thing is to have respect and tranquility for the children, and security]*
- ◆ *Me gustaria que pudieran traducir mas los papeles que envian a casa en diffrentes idiomas para que los padres podamos entender a la hora de rellanarlos. Gracias. [I wish that they could translate more papers that they send home so that parents can understand them when filling them out. Thank you.]*
- ◆ *Mas la seguridad para todas las escuelas. [More security in all the schools.]*

# Appendix C

## Staff Survey Results

(n=261)

What is your role in the school district?

Response	%
Administrator	6%
Classroom Teacher	63%
Other Certified (Librarian, Guidance Counselor)	6%
Classified Staff	25%

What is your primary work location?

Response	%
Elementary School/Children's Center	42%
Middle School	21%
High School	30%
Central Office/District Department	6%

How long have you worked in this school district?

Response	%
<1 year	19%
1-5 years	35%
6-10 years	16%
11-15 years	6%
>15 years	22%

Statement	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
The superintendent and his leadership staff show that diversity is important through their actions.	7%	18%	34%	27%	14%
The district has demonstrated a commitment to improving the diversity of its employees.	5%	24%	50%	15%	6%
The district fosters a workplace that allows its employees to be themselves at work without fear.	12%	39%	20%	20%	8%
Principals and other campus administrators here respect individuals and value their differences.	26%	50%	16%	7%	2%
The HR Department here seems to encourage a diverse candidate pool when hiring.	7%	27%	51%	12%	3%
In my daily work, I regularly interact with other district employees who have different backgrounds/races/ethnicities from me.	20%	45%	7%	21%	7%
Promotions in this district tend to favor one employee cultural/racial/ethnic group over another.	6%	18%	44%	21%	11%
As needed, I believe that district leaders will take appropriate action in response to incidents of discrimination and/or bias.	13%	34%	30%	17%	5%
Employees of different backgrounds/races/ethnicities interact well in this district.	18%	53%	25%	4%	1%
Students of different backgrounds/races/ethnicities interact well in this district.	13%	49%	22%	14%	2%
Employees of different ages are valued equally by this district.	13%	38%	27%	17%	4%
I have heard other district staff make racial, ethnic, sexual and/or gender-based jokes or slurs in the past two years.	4%	13%	13%	34%	35%
If I experienced or witnessed discrimination or bias at my work location, I would be afraid to report it.	5%	14%	14%	37%	30%
This district provides an environment for the free and open expression of ideas, opinions, and beliefs.	7%	37%	24%	27%	5%
My supervisor is committed to and supports diversity, equity, and inclusion.	35%	44%	17%	3%	0%

Statement	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
The district has done a good job providing educational programs that promote diversity, equity, and inclusion in my school/work location.	7%	33%	32%	24%	5%
All students in this district have equitable access to advanced programs (AP, Honors, Gifted).	10%	28%	40%	18%	4%
Some types of students seem to be subjected to harsher discipline than others in this district.	6%	18%	31%	35%	10%
This district has appropriate resources to support all students who are struggling with academics.	4%	32%	15%	37%	13%
In the last year, I have witnessed district employees bully other district employees.	10%	17%	23%	31%	19%
Many parents in this district have no interest in their children's education.	6%	22%	25%	39%	9%
In this district, students and families are not treated differently because of their race, ethnicity, gender, disability, primary language, or religious affiliation.	17%	36%	24%	18%	4%
Some types of high school students are not considered "college material" here.	3%	23%	47%	18%	7%
I have attended great district training in the past two years that focused on supporting diversity.	4%	19%	29%	37%	12%

**By Role in the District**

Statement	% Strongly Agree + Agree			
	Administrator	Classroom Teacher	Other Certified	Classified
The superintendent and his leadership staff show that diversity is important through their actions.	53%	21%	20%	32%
The district has demonstrated a commitment to improving the diversity of its employees.	53%	26%	33%	37%
The district fosters a workplace that allows its employees to be themselves at work without fear.	67%	44%	60%	65%
Principals and other campus administrators here respect individuals and value their differences.	100%	74%	80%	77%
The HR Department here seems to encourage a diverse candidate pool when hiring.	67%	30%	47%	39%
In my daily work, I regularly interact with other district employees who have different backgrounds/races/ethnicities from me.	53%	64%	80%	69%
Promotions in this district tend to favor one employee cultural/racial/ethnic group over another.	20%	26%	27%	15%
As needed, I believe that district leaders will take appropriate action in response to incidents of discrimination and/or bias.	80%	43%	47%	48%
Employees of different backgrounds/races/ethnicities interact well in this district.	87%	69%	73%	71%
Students of different backgrounds/races/ethnicities interact well in this district.	80%	61%	67%	58%
Employees of different ages are valued equally by this district.	73%	47%	53%	56%
I have heard other district staff make racial, ethnic, sexual and/or gender-based jokes or slurs in the past two years.	13%	17%	7%	18%
If I experienced or witnessed discrimination or bias at my work location, I would be afraid to report it.	13%	21%	20%	11%
This district provides an environment for the free and open expression of ideas, opinions, and beliefs.	53%	43%	47%	47%
My supervisor is committed to and supports diversity, equity, and inclusion.	80%	78%	73%	77%
The district has done a good job providing educational programs that promote diversity, equity, and inclusion in my school/work location.	53%	33%	53%	50%
All students in this district have equitable access to advanced programs (AP, Honors, Gifted).	40%	35%	47%	39%

Statement	% Strongly Agree + Agree			
	Administrator	Classroom Teacher	Other Certified	Classified
Some types of students seem to be subjected to harsher discipline than others in this district.	13%	23%	33%	23%
This district has appropriate resources to support all students who are struggling with academics.	33%	35%	40%	37%
In the last year, I have witnessed district employees bully other district employees.	27%	25%	40%	24%
Many parents in this district have no interest in their children's education.	20%	30%	33%	19%
In this district, students and families are not treated differently because of their race, ethnicity, gender, disability, primary language, or religious affiliation.	93%	50%	47%	52%
Some types of high school students are not considered "college material" here.	27%	31%	40%	11%
I have attended great district training in the past two years that focused on supporting diversity.	27%	21%	20%	29%

**Asked Only of Classroom Teachers (n=163)**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Don't Know/ No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Leaders at my school expect us to teach about people from different races, ethnicities, or cultures.	15%	39%	31%	14%	1%
As needed, I'm confident that adults at my school can have honest conversations with each other about race.	11%	37%	29%	20%	3%
As needed, I'm confident that adults at my school can have honest conversations with students about race.	8%	40%	26%	23%	4%
At my school, students are often encouraged to think more deeply about race-related topics.	4%	26%	39%	24%	6%
I have attended great district training in the past two years that focused on supporting student learning through an equity lens.	4%	22%	31%	33%	10%
I have attended great district training in the past two years that focused on teaching students from a variety of backgrounds, such as different races, ethnicities, cultures or varying economic backgrounds.	5%	11%	34%	38%	12%
At least a few of my fellow teachers have lower expectations for some kinds of students.	5%	29%	33%	23%	10%

**How comfortable are you discussing race-related topics with your students? (asked only of classroom teachers)**

<b>Response</b>	<b>%</b>
Not at all comfortable	6%
Somewhat comfortable	34%
Generally comfortable	45%
Totally comfortable	16%

**I have used the district's live phone translation services (Language Line) in the past year to communicate with a student's family.**

<b>Response</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Administrator	40%	60%	0%
Classroom Teacher	5%	92%	4%

Other Certified (Librarian, Guidance Counselor)	7%	93%	0%
Classified Staff	6%	90%	3%
Overall	8%	90%	3%

**How often do you use these methods to communicate with the families of your students?** (only responses from classroom teachers shown)

Method	Every Week	A Couple Times a Month	A Couple Times a Semester	Not Yet Used
Remind App	20%	6%	7%	64%
Class Dojo	4%	2%	1%	88%
Email	40%	34%	15%	12%
Phone Call	42%	38%	16%	4%
Handwritten or printed notes sent home with the student	24%	24%	23%	27%
Face-to-face when the parent comes to the school	37%	28%	27%	7%

**What is the most important thing your school can do to support students of different races, ethnicities, and cultures?** (asked only of classroom teachers)

- ◆ *Send all family communication flyers home in ALL languages.*
- ◆ *Provide bilingual/multilingual personnel who can interpret and translate.*
- ◆ *We need to educate ourselves and listen to their needs and we need to be ok with being uncomfortable!*
- ◆ *We need to become more educated. We need to be okay with being uncomfortable. We need to listen to their needs and not assume.*
- ◆ *Acknowledge and accept every student. Practice cultural sensitivity. Celebrate Multi-cultural day*
- ◆ *Support every student, regardless of race, ethnicity, or culture equitably.*
- ◆ *We can listen to teachers on what our populations need and allow teachers to serve our students.*
- ◆ *resources-books, curriculum. training staff*
- ◆ *Continued professional development and curriculum for students.*
- ◆ *Have more teachers or even support staff of different backgrounds and ethnicities*
- ◆ *HIRE MORE TEACHERS OF COLOR. Make your stance on diversity and equity very clear, and stay consistent. Students thrive when they see teachers that look like them around school. Representation matters.*
- ◆ *Training during the work day not outside of school training*
- ◆ *Make sure that every teacher has access to the same curriculum, materials and support.*
- ◆ *Acknowledging that there has been bias in the past. Ensuring that moving forward, we dont let that hinder us and instead, it encourages us to do better with biases.*
- ◆ *listen.*

- ◆ *We need to acknowledge and celebrate our differences. We are not a race-blind society, and teachers who hold that view need to have a conversation with other educators before going back into the classroom and doing harm. There are many.*
- ◆ *Provide district-wide family events; encourage celebrations of diverse historical figures through academic lessons and activities*
- ◆ *Have more staff members at all levels that reflect the diversity of our students. I.e, hire more people of color*
- ◆ *Just continue to be welcoming and add school activities that celebrate different backgrounds (i.e. Multi-cultural Day)*
- ◆ *Create opportunities for inclusion, or activities that reflect students' different backgrounds without crossing the line of cultural appropriation or misrepresentation.*
- ◆ *Providing differentiation to all students; incorporate other traditions and culture; value our diversity by recognizing them other than the ELD students.*
- ◆ *Include diverse family members in educational decision making*
- ◆ *Have all school communications that are send home translated to spanish and Hmong. (flier, curriculum letters, school newspaper, etc.). 2. Provide family communication support for teachers. Especially in the beginning of the year, have someone who speaks the family language, call the family and make sure they are on Remind App.*
- ◆ *Culturally responsive teaching. More culture appreciation days/weeks*
- ◆ *Acknowledge and celebrate many different cultural activities.*
- ◆ *make sure they are treated fairly and equally*
- ◆ *We need to make sure that we are not teaching kids to hate each other based on their race. We should not teach that some students are oppressed and others oppressors.*
- ◆ *Understand their backgrounds and where they are coming from to better understand them.*
- ◆ *Support staff that can speak with students in their home language. All notes sent home in home language.*
- ◆ *Our school can support students of different races, etc by promoting inclusion and acceptance. Ensuring that instructional materials and resources represent the the different cultures presented.*
- ◆ *Make sure our classroom libraries and school libraries have a wide variety of books on different cultures and colors of characters as heroines/heroes.*
- ◆ *Get training from Learning for Justice as a Staff.*
- ◆ *Appropriately celebrate student's backgrounds, invite families to teach and participate.*
- ◆ *Address any type of concerns quickly.*
- ◆ *Acknowledge differences, teach about cultures, races, and ethnicities that exist inside and outside of Humboldt, hold more groups for students that are of different cultures, races, and ethnicities, have teachers attend PD's and other trainings on being culturally responsive in the classroom.*
- ◆ *Smaller class sizes and/or full-time classroom aide in every classroom.*
- ◆ *Exposure*
- ◆ *making sure families have access to any resources they might need.*
- ◆ *We need to make sure everyone's voice is heard and that all of our cultures are valued.*

- ◆ *Teach inclusion, provide materials equitably.*
- ◆ *Make them feel included and celebrated, not othered by their culture.*
- ◆ *Adopt a curriculum that is not European center in all subject areas, but especially when it comes to social studies.*
- ◆ *Value those student/family voices and include them in the school community.*
- ◆ *Hire teachers from different races, ethnicities, and cultures, provide trainings for staff regarding bias-prevention.*
- ◆ *Make everyone feel included by organizing events that celebrate different cultures and sending information home in the family's primary language.*
- ◆ *I'm not sure.*
- ◆ *Growth mindset where everyone can achieve and succeed!*
- ◆ *Celebrate the fact that our differences are what make us interesting, special, and unique.*
- ◆ *Allow students the room to talk about their own cultures and share cultural beliefs in their home openly*
- ◆ *increase student behavior support*
- ◆ *Put the focus on Social Studies.*
- ◆ *create whole school lessons and challenges for the school to participate in. Bring in outside organizations and families into the classroom*
- ◆ *Treat individual students with respect and communicate openly with them.*
- ◆ *More whole staff training for teachers. The trainings that the county offers are amazing and while there has been some incentives (stipends and unit credits) which I appreciate and hope continue to be offered, most of our staff has never attended any of them.*
- ◆ *Talk about it with student.*
- ◆ *Provide opportunity to display pride in their heritages.*
- ◆ *Find out ways to be inclusive without "over doing" it. Don't try to be overly loud. Greetings in different languages around the schools; pictures of students from around the world as we are a nation composed largely of immigrants from other places. Embrace the patch work quilt and simply start building in inclusion to our every day activities instead of creating "awareness".*
- ◆ *Be inclusive, hire more teachers of color; more culture promoting events on campus.*
- ◆ *We should create systems that allow students of color and students of different cultures to report bullying and unsafe situations that allow them safety and security. I also feel that we should have specific, enforceable policies for when staff and students encounter micro and macroaggressions in the classroom and on campus.*
- ◆ *visability and acceptance*
- ◆ *Realize who are students and families really are (% wise) and really address their needs.*
- ◆ *Be kind, caring, and supportive of all students*
- ◆ *Leadership needs to model behavior: Treat us equally, don't play favorites.*
- ◆ *Integrate diverse curriculum, hire diverse adults, and communicate better with diverse families.*
- ◆ *Be accepting*
- ◆ *Advertise and promote cultural inclusivity.*
- ◆ *Teach history from the perspective of indigenous cultures.*

- ◆ *More cultural awareness activities on campus*
- ◆ *Encourage student projects like murals instead of stymy them!*
- ◆ *Teach micro aggressions and enforce consequences for use of the N word*
- ◆ *Talk professionally about how to address equity and diversity in the classroom.*
- ◆ *Students of diverse racial and ethnic backgrounds need to see themselves reflected back in the curriculum, the campus, etc. we also need to have serious restorative procedures in place when incidents happen that are damaging for students of color.*
- ◆ *Listen to students and their experiences. Connect students to each other through clubs. Address racial jokes among students.*
- ◆ *I think the district is doing a good job supporting all students including those with different races and cultures.*
- ◆ *Have rallies and speakers in class talking about their cultures. Native American dances would be awesome!*
- ◆ *Have a tiered approach to addressing students who don't value other cultures that isn't just classroom intervention*
- ◆ *Time expectations, personal connection.*
- ◆ *This is a larger question, better served to be discussed in person and led by people who are well versed and experienced in diversity issues*
- ◆ *More shared understanding about race and racism; discussion of how these topics fit in various curriculum; understanding that teaching things like Indigenous history ADDS to our teaching, and isn't a burden; help teaching diverse curriculum through a positive lens (not just looking at hard history)*
- ◆ *More co-teaching. Offering more classes that are accessible to students with more significant disabilities.*
- ◆ *Keep teaching everyone.*
- ◆ *Be open and honest. Teach our subject material and be willing to talk about cultural difference*
- ◆ *Acknowledge their differences and teach direct lessons that highlight their culture and societal differences they face.*
- ◆ *cultural events, changing old habits*
- ◆ *Include them in the curriculum and in leadership.*
- ◆ *Implicit bias training for all staff members, explicit lessons on how to discuss race and diversity with students*
- ◆ *I can become more aware of the variety of cultures represented at our school and continue to work strategies into my teaching that will foster student success.*
- ◆ *Hire teachers to create a work force that has similar demographics to the student population.*
- ◆ *Focus on shared human experiences.*
- ◆ *Encourage and buy more curriculum teaching about different cultures. I would love more units targeting the history of the peoples these students belong to to normalize their cultures and instill pride in who they are and what their ancestors have done.*
- ◆ *be understanding to the needs and backgrounds of those students.*
- ◆ *Teaching those topics in a safe environment.*

- ◆ *Respect ALL cultures, heritages, backgrounds, and political views not just the liberally-chosen few.*
- ◆ *Provide work/literature in their native language, Include different cultures and perspectives in our lesson planning and curriculum.*
- ◆ *Provide opportunities for students from diverse backgrounds to see themselves in the curriculum. Use curriculum that has multiple perspectives from different races ethnicities and culures*
- ◆ *Hire a new superintendent*
- ◆ *Have honest educated talks*
- ◆ *Celebrate different races.*
- ◆ *Promote activities and events for all students.*
- ◆ *Embrace everyone, they are people and educate students about language. We accept too much racist language from our students and it is appalling to hear the way they speak to each other.*
- ◆ *A school board that isn't hostile towards free speech.*
- ◆ *Provide more support for home issues*
- ◆ *Make everything available in other languages and offer tutoring supports to the whole family. Get families in literacy programs.*
- ◆ *Let them know that they have value and opportunities*
- ◆ *Hire personnel to be on site to support teachers and students*
- ◆ *Encourage their uniqueness without pushing or expecting a specific outcome*
- ◆ *Diversify the curriculum and ideas we study*
- ◆ *Be open.*
- ◆ *??*
- ◆ *Visibility*
- ◆ *Recognize every race not just one or two*
- ◆ *Show them that they are all important and deserving of attention*
- ◆ *Have high standards and expectations for all students*
- ◆ *Be accepting and understanding*
- ◆ *Include references to the histories and cultures of the home lives of our students.*

#### How connected do you feel to other adults at your school/district work location?

Response	Administrator	Classroom Teacher	Other Certified	Classified Staff	Overall
Not at all connected	0%	1%	0%	5%	3%
Slightly connected	27%	30%	13%	24%	27%
Generally connected	60%	56%	67%	55%	56%
Highly connected	13%	16%	20%	18%	17%

**Overall, how much do you feel like you belong at your school/district work location?**

Response	Administrator	Classroom Teacher	Other Certified	Classified Staff	Overall
Do not belong at all	0%	3%	0%	3%	2%
Belong a little bit	20%	12%	0%	11%	12%
Belong somewhat	7%	32%	33%	24%	28%
Belong quite a bit	53%	33%	27%	34%	34%
Completely belong	20%	22%	40%	32%	26%

**What could the district do to improve its staff diversity?**

- ◆ *I believe the district is doing very well with the applicants it receives.*
- ◆ *Hire more people of color, especially in administrative roles.*
- ◆ *hire outside of the who you know circle*
- ◆ *Focus on diversity of ideas rather than the “type” of person and trying to “mark boxes”. The best ideas come forward regardless of where you came from or what you look like.*
- ◆ *Hire by merit!*
- ◆ *More education and staff relationship building*
- ◆ *Hire Hispanic and Hmong employees as we have large populations of both in our area.*
- ◆ *Advertise positions in as many places as possible. Outreach to CR and Cal-Poly Humboldt. Network with organizations in the community.*
- ◆ *Unknown - It seems that the pool of applicants is very small at this time. Difficult to find people to do certain jobs.*
- ◆ *Actually hire diverse staff*
- ◆ *Hire people other than almost all white people*
- ◆ *Hire ethnically diverse people. Provide support and plans to achieve promotions.*
- ◆ *If possible, hire more people who aren't white (it's a small community that's overwhelmingly white, so I imagine it's especially challenging here to find qualified applicants of color).*
- ◆ *Promote, market, and otherwise encourage applicants from all backgrounds to apply.*
- ◆ *It's challenging because we live in an area that is not very diverse.*
- ◆ *more clear guidelines for religious accommodation*
- ◆ *Hire people of various racial and ethnic backgrounds.*
- ◆ *More team building*
- ◆ *More opportunities to bond*
- ◆ *Hire more females to upper management, not just female principals. Hiring [redacted] is brilliant.*
- ◆ *Recruit staff outside of Humboldt county*
- ◆ *Our district does not have a great reputation in the community, therefore we are not talked about highly. Staff is not respected or valued for the hard work and dedication they give to the profession. If we were respected and valued a change in the culture would happen and a positive*

*reputation would begin to come back. That reputation would begin to filter into the community and beyond, so we could attract diversity.*

- ◆ *I think if our district: invested in our diverse community, publicly took a stand on important issues, and made equity and diversity a priority during professional development opportunities, we would have a better chance of improving the diversity of our staff. My principal has done an amazing job of increasing the diversity of our school site staff.*
- ◆ *There is diversity among teachers, but not among the people working daily as the higher ups. The cabinet is comprised of men and one woman. I believe all of them are white. Our principals are very supportive. Something important would be to raise the pay of classified workers, so that more people can apply and have a liveable wage. It would also help the teachers' diversity, because so much would be removed from the after hours work (a single mother will have a much harder time completing this or a parent who is also supporting their parents). Right now, the applicants are typically people who can make it work, but we would have many more applicants if it was an actual living wage. We could also be given the chance to use our voices without fear of retaliation.*
- ◆ *Support current staff so people will stay in the area, increase pay, and provide housing allowances.*
- ◆ *Create flyers about our jobs and place in unusual places, such as HSU campus, the mall, Centro de Pueblo events*
- ◆ *Recruit and retain staff. Increase pay. Housing allowances*
- ◆ *keep an open mind*
- ◆ *Retain and hire diverse staff. More diverse admin higher and retention.*
- ◆ *Make ECS a desirable place to work again by supporting and listening to all teachers. Pay teachers what they are worth.*
- ◆ *It is important to have student populations at each site that reflect diversity. If there is diversity of the student body, adults of all races and ethnicities will be more inclined to apply for those positions. We also need more people of color in leadership positions, not just teachers and classified positions.*
- ◆ *We could have more diverse groups represented amongst our principals, care specialists, educational specialists, or people in other visible leadership roles.*
- ◆ *Have a more equitable hiring process. Last names seem to help people get hired in this area earlier on like in March whereas ECS waits to contact some hires in June. Have it be more of a "blind" hiring process to ensure that no unintentional biases are at play.*
  - *Have/celebrate different types of cultural food together at staff events.*
  - *Have school sites share with each other what each site is doing to represent ethnicity and culture.*
- ◆ *Raise salaries and lower class size so that it would be a more appealing district to work for.*
- ◆ *Incentives for hiring, training and retaining staff. Reaching out to the community for support in the recruiting process.*
- ◆ *Provide partial staff development days to encourage staff interaction.*
- ◆ *Allow site administrators the decision on hiring and retaining new teachers & staff*
- ◆ *The district should show appreciation and recognize the diversity more by honoring their holidays or traditions. Recognize and reward them for what they do in our district.*

- ◆ *Hire more teachers/admin of color in positions of authority. Every principal at the elementary level is a white woman.*
- ◆ *Hire more people of color.*
- ◆ *More diverse staff in higher positions.*
- ◆ *Have classes about diversity and the backgrounds these coworkers, students and parents come from to better understand them. My linguistic class taught us a lot about the way students talk at home is different from what we teach them.*
- ◆ *maybe try to advertise job openings more outside of county*
- ◆ *Work with Cal Poly Humboldt to build the teaching program. Offer incentives to sub/volunteer.*
- ◆ *Incentives from the district to pull staff from different areas and from different backgrounds. Possibly overseas?*
- ◆ *Hire staff based on merit not race*
- ◆ *Hire people of different ethnic, racial, sexuality, etc. diversities. RETAIN them.*
- ◆ *Hire more males. Offer hiring incentives.*
- ◆ *Hire diverse individuals.*
- ◆ *recruitment, training and teaching of diversity*
- ◆ *Training required for all employees including the superintendent on white privilege, racism, and microaggression.*
- ◆ *The district could focus on diversity in its hiring practices.*
- ◆ *Superintendent can speak to staff of color with more dignity and respect. Hire more back office staff of color and promote staff of color to positions that really make a difference (not just the face).*
- ◆ *Pay staff higher wages/ provide housing options for low-income families that work in the district.*
- ◆ *More bilingual employees would be amazing!*
- ◆ *Hire more support staff including social workers, counselors and behaviorists.*
- ◆ *Have a panel of teachers sit on the interview panels. Include teachers in the hiring process.*
- ◆ *Encourage differences within staff, provide events, programs and more to highlight staff differences, make equity a priority.*
- ◆ *Improve feelings of inclusion in all aspects of the district.*
- ◆ *increase teacher retention and student behavior support*
- ◆ *Pay staff more.*
- ◆ *Increase pay*
- ◆ *pay raise for classified employees, allow opportunity for growth*
- ◆ *Hire people of color*
- ◆ *It all depends on who applies for the jobs.*
- ◆ *Increase pay in order to recruit a broader applicant pool. Participate in recruitment fairs in other parts of the state that have greater diversity.*
- ◆ *Hire diverse students staff, and in courage diverse PD*
- ◆ *Reach out to our larger community to post job announcements in diverse publications and media platforms.*

- ◆ Hire more people from diverse backgrounds or ethnicities .
- ◆ hire teachers that are not just white
- ◆ They could go to hiring fairs outside the district since we often have limited applicants for jobs which makes it hard to hire diverse staff,
- ◆ higher pay so people actually want to work for them
- ◆ The district could put significantly more effort into recruitment of staff of color. We NEED more teachers and staff who represent our student body, and the majority white, female staff at our sites cannot provide students the models and support our students of color truly need.
- ◆ Not sure
- ◆ Hire diversity. Not using the excuse of lack of applicants, not neglecting internal candidates. Change district office culture to make it appealing to a diverse hiring pool.
- ◆ Expand the search for employees to other areas. Help with housing for new employees.
- ◆ Broaden its candidate search to include more candidates of color.
- ◆ Actively search for applicants from BIPOC communities. There is a massive teacher shortage, so not sure how possible this is.
- ◆ Look to and continue to find people in the community that reflect our student body, so students can see people that look like them in positions of power/influence. Spanish speaking staff members, Hmong speakers, POC, LGBTQ community. Extend and continue to praise diversity in style and appearance to embrace the fact that we are all individuals and that should be allowed to be expressed.
- ◆ Location restricts this more than anything in my opinion; it's not by choice. We're pretty isolated up here which tends to lean towards a higher "white" population.
- ◆ Keep hiring diverse populations.
- ◆ Not sure at this point, hiring pools are very limited.
- ◆ More emphasis on salient perspectives from Indigenous and marginalized groups by cultivating their cultural knowledge.
- ◆ Make changes that help potential employees who are POC actually feel safe coming here. Make our pay competitive to bring a wider candidate pool to our district.
- ◆ It seems as though certain staff are favored over others and their voice is the dominant voice in many pd & meetings
- ◆ Increase pay in order to attract more candidates; create affinity/support groups for diverse staff; actively recruit diverse candidates (likely from out of the area); support staff to attend more professional learning across the state
- ◆ I believe the district is doing a good job and it depends on the applicant pool of possible employees.
- ◆ Hire people of different ethnicities
- ◆ Expand hiring pool. Provide greater incentives to bring folks into ECS. Encourage and educate existing residents to apply.
- ◆ It is important not to highlight someone's race as a primary qualifier of employment at the interview
- ◆ Hire people of color.

- ◆ *Create a more supported staff in general. Listen to teachers and staff and take thoughts and ideas into consideration before making big district decisions. This will create a more enjoyable and inclusive environment for all and will create trust among diverse employees that they want to work for a responsible and realizable district. When there is no trust in general for the district to be supportive, there is no trust for potential diverse employees to want to work for the district.*
- ◆ *Advertise job listings at competitive salaries in urban areas.*
- ◆ *Search for talent from other areas besides Humboldt.*
- ◆ *Prepare for a retirement of an employee and actively seek educators and administrators who fit the school district. Excellent pay and benefits for potential employees and growth opportunities in their field of study.*
- ◆ *Let us connect with smaller groups more often. Especially with my team. There is little time.*
- ◆ *hire diverse people*
- ◆ *While I have no doubt this will be challenging, running a robust recruiting program to entice more diverse professionals from out of the area to work at ECS.*
- ◆ *We need more teachers of color at our school site. Our staff does not represent the diversity of our students. It would be great if our students could see a strong example of a responsible adult who looks like them.*
- ◆ *We need a superintendent and a school board that promotes DEI. We need trainings that critically reflect on DEI, rather than the “optional” trainings outside of our district that are also outside of our contract hours.*
- ◆ *I think that improving staff diversity also depends on who is applying for positions within our district. Many of our positions go unfilled or have few applicants. It is our duty to select the highest quality applicants possible, regardless of ethnicity. Our salary isn't competitive compared to other teaching positions throughout the state. If that improved, we might attract more diverse teachers.*
- ◆ *I believe the diversity of the staff reflects the diversity of our population in eureka/humboldt*
- ◆ *I am unsure. It seems like a lot of staff are past students. The district can't control who applies in terms of diversity. Maybe including more education/district jobs as possible job options after high school for minorities.*
- ◆ *Hiring is difficult because if there isn't a diverse pool of people applying, then you can't hire those people. It would be nice to see more people of minority groups working alongside me, but I understand that can be out of our power, based on our demographics.*
- ◆ *Hire the best candidate regardless of color, race etc.*
- ◆ *Hire more diverse teachers, include curriculum about various groups of people*
- ◆ *Hire more diverse educators*
- ◆ *Continue efforts to expand our teaching pool of highly qualified teachers.*
- ◆ *Affirmatively seek employees of color and find positions for good candidates regardless of current needs.*
- ◆ *Promote intercultural communication.*
- ◆ *Hire capable people that are enthusiastic about teaching and represent the students in our district*
- ◆ *Hire a new superintendent that cares about ALL students*

- ◆ *Competitive salaries.*
- ◆ *Celebrate the cultures present at the school and the district. Incorporate cultural awareness in the curriculum.*
- ◆ *Recruit more people from out of the area, but the pay isn't competitive enough to do so.*
- ◆ *Hire more conservative teachers.*
- ◆ *Hire different people*
- ◆ *Hire a more diverse leadership*
- ◆ *Pool in areas outside of the area*
- ◆ *I think that staff diversity is related to the applicant pool that apply. I believe the district does a good job diversifying the staff.*
- ◆ *Hire leadership that is diverse.*
- ◆ *Hire diverse staff? We have a somewhat limited pool in humboldt county, but an effort can be made to hire the most qualified staff for any given position*
- ◆ *Addition of non teacher positions*
- ◆ *I suppose hiring more minorities would be a solid start.*
- ◆ *Hire more diverse employees*
- ◆ *Hire a more diverse staff.*

**What could the district do to foster a highly inclusive work climate?**

- ◆ *Listen and consider all voices and perspectives. Squeaky wheels get the grease.*
- ◆ *have conversations that pertain to those working here not of cultures that are beyond those living and working here*
- ◆ *All of my peers have complete offices with filing cabinets, 2 monitors, a full sized desk, and way more space for storage while other programs like the ASES program at Washington is working out of a cafeteria with the most staff and students than any other site. They are also all using the standard Kenwood radios while we have these other, very cheap radios which have unsecured channels. To me, It's not fair/safe. It makes my staff not feel like do not have a proper work place— they have nowhere to put their belongings in our "office space". The cafeteria should be used for its intended purpose. It's not fit for an office in my opinion and doesn't make the district look very organized. I've said this for 3 years now.*
- ◆ *Incentive efforts to better the students experience and districts advance.*
- ◆ *Recruit employees and advertise jobs in the local Hispanic and Hmong communities.*
- ◆ *Make it a place where employees feel safe to express themselves. Actively celebrate other cultures at a high level, not just in classrooms. More community partnerships.*
- ◆ *Have inclusive leaders*
- ◆ *The District could make employees feel valued and appreciated through acknowledgements i.e. verbal /financial. It would be nice to hear upper management say, "Good Job".*
- ◆ *More acceptance of new individuals to the educational agency format leveraging their background in whatever skills they are superior at (file management, construction, administrative oversight, etc.).*
- ◆ *Have staff meetings face to face*

- ◆ *Increasing communication on all levels and platforms about any and all related district topics would help staff have a better understanding of the programs, activities etc. that we all have in common and we could learn from what others are actively working on.*
- ◆ *better communication*
- ◆ *they could actually listen when people come to them with problems*
- ◆ *higher wages*
- ◆ *More opportunities for input at all levels*
- ◆ *Make employees feel they have a safe place to come to if there is a problem in the work place. As it is now, not only is there no safe place to voice a concern, it is often held against the person in further employment opportunities. Constantly worrying about speaking up and having it held against you is the exact opposite of a highly inclusive work climate.*
- ◆ *Make sure all staff are included once or twice a year in a staff meeting*
- ◆ *More staff meetings*
- ◆ *Listen to all teachers/staff and take their needs seriously. Stop playing favorites and allowing some staff members special privileges. Work to retain teachers and stop letting so many teachers go after only 2 years.*
- ◆ *Opportunities to learn from each other*
- ◆ *better communication*
- ◆ *Humboldt County is notorious for inside hiring practices and nepotism. Hire more females to upper management, not just as female principals.*
- ◆ *This is a top down district. The district makes the decisions without care of the staff working on the frontline. We may be asked for our opinion on a certain subject/concern, but our voice is then not put into the action. It is just a formality to make us feel heard. There is NO trust between the district and staff. It would be great to be heard and to feel trust. We should be a team. We are working on teacher clarity, but what about district/admin clarity?*
- ◆ *Communicate helpful information to ALL staff. If we treat all students as our own, we should know things that might impact our interactions with students.*
- ◆ *I believe that an inclusive work climate starts at the "top". It starts with the D.O. If the climate created at the top was more inclusive, empathetic, and supportive, it would benefit the students, families, and staff.*
- ◆ *Right now, there is an aspect of ableism that assumes every teacher has the same level of health and body needs. We could also offer guaranteed relief to teachers, so that we could use the restroom and drink water, as this most impacts women. We could also be part of the hiring process for things like cabinet positions that directly impact our work. I am nervous to even be honest in this survey, because I worry about getting in trouble for being transparent.*
- ◆ *Create inclusive and informal opportunities for teachers to network.*
- ◆ *provide opportunities for staff to share cultures- multi-cultural fair for staff? Interview- spotlight our cultures through employees*
- ◆ *team-building, staff retreats*
- ◆ *Stop playing favorites. Make sure every teacher has the supplies/support they need to run their classroom.*

- ◆ *Policies, missions, and other statements by the school should share explicit support for all people. More student clubs that celebrate diversity such as BSA and GSAs.*
- ◆ *More district support and acknowledgement of existing communities in the area.*
- ◆ *We need to have more of a consensus (to protect ourselves) around how to deal with common subjects: MLK Day, Columbus Day (and all of the historical facts that they both entail), Cesar Chavez Day... We need to teach a more accurate history regarding natives and African slaves from a younger age, and we need the curriculum to cover us. It is harmful to leave this history out.*
- ◆ *Administrators need to do a better job at knocking down drama and inappropriate work behavior on the job site. Focusing on more professionalism and calling people out to encourage growth. No more "that's how it's always been" mindset.*
  - *Incorporate cultural: games, food, and art to school wide curriculum so that there's a sense of share community.*
- ◆ *Focusing on inclusive recruiting strategies, provide safe spaces for employees to feel identified, and provide employees incentives to feel valued for the work they do.*
- ◆ *Stop working to gain compliance and conformity. The push for all classrooms to look alike is a sign of intolerance and a lack of respect for the diverse needs, opinions and styles of classroom teachers.*
- ◆ *Have individual school sites use partial staff meeting days to encourage community amongst staff members.*
- ◆ *The district needs to allow more time for grade level and resource or intervention collaboration on site and the whole district to be on the same page in curriculum and ideas.*
- ◆ *Promote LGBT awareness. Promote more cultural awareness through activities.*
- ◆ *Honestly I'm not sure. We need more diverse teachers and staff in our district, however it's not currently a place that is safe or welcoming to different identities. There needs to be a culture shift before bringing more diversity in. It's not always overt racism, it's a lot of dogwhistles and microaggressions*
- ◆ *More social gatherings.*
- ◆ *More community building with staffs.*
- ◆ *Have more flex days for teachers to collaborate and work together rather than use it to teach us new things every time. We need more time as a district to collaborate and work together on our own tasks rather than give us more and new ones to work on.*
- ◆ *Consistent and swift/updated student behavior strategies*
- ◆ *Allow more time to collaborate with each other*
- ◆ *optional employee field trips to culturally rich places in the area*
- ◆ *Send all parent communications in the family's language (not just Spanish and English).*
- ◆ *Hire based on merit*
- ◆ *Celebrate differences in staff and students.*
- ◆ *Allow for new teachers to feel comfortable and confident by promoting mentorships to integrate them into the work environment of ECS.*
- ◆ *Trainings!*

- ◆ *Training required for all employees including the superintendent on white privilege, racism, and microaggression.*
- ◆ *Repair the broken trust between District Office level admin and teachers. Consider the teachers' input. Step into teacher's shoes for some significant amount of time, then base decisions based on their experience.*
- ◆ *More trainings*
- ◆ *Make diversity mean more than the face of the school- make it an integral part of functions and everyday practices.*
- ◆ *I feel like the district is making good progress on this goal.*
- ◆ *Focus more on teacher/staff needs and voices.*
- ◆ *District level training*
- ◆ *Create school climates where staff voices are being heard by school and district admin, mandatory bias trainings*
- ◆ *Allow more time for collaboration across grade levels/content areas.*
- ◆ *Pay staff more to keep qualified teachers in the classroom. Cost of living has increased way more than expected and we should be paid more anyway.*
- ◆ *Improve communication from top tiers down. Foster relationships between staff at all levels of the employment pyramid.*
- ◆ *increase teacher retention and student behavior support*
- ◆ *Pay staff more.*
- ◆ *Paid staff get to togethers*
- ◆ *Improve communication*
- ◆ *allow more time for teachers to visit each other and share ideas*
- ◆ *Use other methods to look for new hires*
- ◆ *I feel that the work climate is inclusive.*
- ◆ *More opportunities to talk frankly.*
- ◆ *Teacher led activities not coaches or out of district PD*
- ◆ *Have district-level personnel respect staff, listen to staff, and not intimidate staff.*
- ◆ *the top administration should attend diversity training*
- ◆ *Right now all equity trainings are optional and must be attended on our own time. I think it would be helpful if some of them were done as whole staff professional development.*
- ◆ *Treat teachers as professionals and consult them more about the type of PD that is relevant to their specific subjects and allow them to use collaboration time to prep for their classes. Not ask to provide additional unpaid services.*
- ◆ *Superintendent should not bully or retaliate. He should do all in his power to know his staff at all sites and do all he can to keep them in our district. All principals, minus one interim principal, are white, blonde females. Union Contract negotiations should be collaborative not adversarial with lawyers. Teachers would be listened to and opinions sought out. The school board does not know what's going on in school, the staff does.*
- ◆ *Promote the elements that actually foster that environment. Spend the time and resources to do something towards making inclusivity happen vs. paying lip service to it.*

- ◆ *Promote diversity by offering trainings by groups/people who represent marginalized communities.*
- ◆ *Allow more space for ALL staff to share their opinions and views about the school climate without fear of retaliation.*
- ◆ *More cultural awareness training?*
- ◆ *Inclusive clubs for students who desire community and representation. More connection/work with outside indigenous organizations (Yurok center, Two Feathers, etc.).*
- ◆ *I'm really not sure.*
- ◆ *Better pay so more people want to work for district.*
- ◆ *Provide more contractual time for collaboration with colleagues. Represent the cultures, languages, religions, ethnicities, etc. of employees and families in art, curriculum, etc. across the district.*
- ◆ *More opportunities to build community.*
- ◆ *I don't know. I think they are doing a good job.*
- ◆ *Foster more collaboration within schools to build stronger school community*
- ◆ *Discuss competing cultural and political perspectives from marginalized groups.*
- ◆ *Be the role model. Treat us like you want us to treat others.*
- ◆ *Allow more teacher led collaboration without micromanaging - we need time to work together to build strong curriculum to support student learning*
- ◆ *time spent for collaborative Monday's could be more effective and intentional vs. doing online training's together. It could be spent hearing each other and working together towards this inclusive work climate.*
- ◆ *Staff work rooms should be stocked with needed supplies for all to use instead of staff buying own supplies and working solo in classrooms.*
- ◆ *Seems like we have that*
- ◆ *Include more teacher-led collaboration for staff to work together*
- ◆ *Do not block diversity programs students are passionate about. Encourage adjunct hours to be devoted to diversity related activities like clubs. Right now lunch activities that we volunteer to take on, do not count. That discourages staff involvement. Student environment is teacher environment.*
- ◆ *Ask for teacher input on what is the biggest challenges at school sites, then work with them to solve problem. Currently it always feels "top down" decision making where teachers are not bought in because they are not feeling heard.*
- ◆ *seems fine*
- ◆ *Planning more time for teachers in other departments to plan cross-curricular units together.*
- ◆ *More and better diversity training. Time and space to talk to students about diversity and inclusion.*
- ◆ *older teachers could share advanced classes*
- ◆ *Value the knowledge that they have hired instead of constantly paying outside sources to come in tell us what we are doing wrong*

- ◆ *The district needs to not just ask about our opinions on initiatives, but take those opinions into consideration. The district needs to step back from treating our profession like a business and recognize that education is inefficient.*
- ◆ *The district could work towards improving relations among staff members.*
- ◆ *Start at the top and work hard to make feel employees valued and cared for.*
- ◆ *Provide teachers with real opportunities to collaborate and foster teacher community.*
- ◆ *More time for individual sites to get to know each other and work together*
- ◆ *Keep up the fact that admin supports people's identities and seems to be willing to defend their right to exist to parents and peers alike.*
- ◆ *Improve pay and more time to work within the department on collaboration days*
- ◆ *Higher pay, more paid time to collaborate*
- ◆ *Continue to have high expectations of staff to authentically participate in trainings and implementation of practices.*
- ◆ *Hire a new superintendent*
- ◆ *Give everyone equal respect.*
- ◆ *Celebrate, instead of accommodate, all cultures.*
- ◆ *Allow teachers to provide input on what, when, and how we teach and actually be heard, and see our ideas implemented in a successful way.*
- ◆ *Recruitment.*
- ◆ *Not allow teachers to promote, tie in, and teach their own personal political ideologies in the classroom.*
- ◆ *Ask and value our opinions*
- ◆ *Provide in service days for staff bonding/collaborative work not just trainings*
- ◆ *More collaboration time*
- ◆ *Have NICs that focus on diversity and curriculum*
- ◆ *Encourage collaboration and provide opportunities to do so within contact hours.*
- ◆ *All good.*
- ◆ *include more dissenting opinions and views and not be an echo chamber which we currently are*
- ◆ *Multi-cultural Days may be a good idea.*
- ◆ *Include everyone*
- ◆ *Allow members to speak openly and assume positive intentions*

*If you would like to provide further input on the district's efforts to provide diversity, support equity, and foster an inclusive environment, please provide it here – we would love to hear from you.*

- ◆ *The teachers need more help in their classrooms . I don't know how they get anything taught with all of the disruptive kids . Community school is a disaster!!*
- ◆ *I haven't worked here long, but have been surprised by the lack of diversity in the district, especially in administrative roles. Also, very little done to honor the varied cultures of students in schools. Only one school has done a consistent multi cultural fair and another just did one this*

*year, I believe for the first time. In my 25 years of being a professional I have never worked in a less diverse employee group.*

- ◆ *equity for minorities can't be taught and led by the dominant voice/race. it continues the cycle in the most blatant of ways*
- ◆ *Ensure all sites/programs have the same resources and space.*
- ◆ *Stand strong and pay forward to those who willfully choose to climb the hill of being educators and support staff.*
- ◆ *I have not seen many efforts by the district in relation to DEI other than this work with Prismatic. Not many efforts are made to communicate with families in their own languages. Students from different backgrounds are not provided with differentiated supports. Students of color with any behavior issues at the high school are often pushed out to other programs like Zoe Barnum or the Court and Community School. There is no one from the BIPOC community in any admin level position in the district.*
- ◆ *I have witnessed the district disregarding the Native population on several instances. Native peoples are the literal core of our local diversity and little to no effort is put into supporting their role and the needs associated with their role in our district. Refusal to invest in support for Native cultural education is ongoing. The dismissal of Native student cultural norms and the need for culturally appropriate supports go unchecked.*
- ◆ *I think our administration works extremely hard to always do the right thing.*
- ◆ *we need more Black and Native teachers*
- ◆ *I truly hope that you hear our concerns. Thank you for giving us the opportunity to share our voice.*
- ◆ *Listen to teachers, provide classroom support, do something about these extreme behaviors, provide us with enough chairs for our classrooms, stop with the unrealistic expectations without appropriate support, put some thought into meaningful PD days, enough with the TOSA positions...put those teachers back in the classrooms or keep them at their assigned school site, not the DO.*
- ◆ *Our district does things to check a box. They have us do things to say it has been done. It isn't to honestly make change.*
- ◆ *Asking for such specific demographics about the person completing the form (role plus location plus years worked make the employee easy to identify) is now having me go back and take out more information from my feedback. I am anticipating people are not feeling they can be honest in this survey, like many others.*
- ◆ *Many teachers adapt and learn but we have a few "oldschool" minded educators in ECS that continue to hold fast on their views. These are not always bad but often they scoff at learning about equity and diversity. We must encourage teachers to learn about their unintentional biases and be open to learning new things.*
- ◆ *I feel like our student population is a good reflection of our local community, however many people who go into teaching in our community don't reflect our the diversity of our community. There are probably 2-5 people (of many) on staff at my site who represent some form of diversity.*
- ◆ *Please allow teachers of various backgrounds into the conversation about how we teach history in our curriculum.*

- ◆ *We need to teach kindness and have a belief that all students can succeed and deserve an education. Some students require more support and we need to provide that support.*
- ◆ *Celebrate diversity and different cultures.*
- ◆ *I have not experienced any situations where I was able to form an opinion on the district's efforts to provide diversity, support equity, and foster an inclusive environment.*
- ◆ *Please improve communication and require a higher standard for those that are within the higher tiers of our district. Administration of all kinds should open their arms to students of diverse backgrounds with open arms in all contexts.*
- ◆ *Keep aides in our classrooms. They are valuable to us more than you know.*
- ◆ *Focus on Social Studies!*
- ◆ *I have found that staff at all levels are interested and committed to supporting equity and fostering an inclusive environment. However, the high level of job responsibilities makes it difficult to find the time to learn about, create, and implement such practices.*
- ◆ *I think it would also be useful if the district office staff, board included were to attend the equity trainings.*
- ◆ *Just an idea, and realizing how short money always is, having liaisons to help with connecting teachers to outside resources. We have our plates full already, having an additional person or two to connect with outside groups and have contacts readily available (database maybe) would help streamline our work as teachers to make it a part of the classroom.*
- ◆ *Offering a comprehensive musical education to all students- choir in middle school is an easy way to support equity without special skills. Just bring your voice. But do not drop the instrumental!*
- ◆ *More aides so we can send more sped students to higher level classes.*
- ◆ *Hcoe diversity training with Sharrone Blanck. Our district needs to get on this.*
- ◆ *I'm curious why we're working with a NC-based consulting firm for this project, rather than a CA-based firm. Local/state context matters for these issues!*
- ◆ *I think the district is doing a good job.*
- ◆ *There could be events and fairs to support culturally important holidays, such as indigenous people's day*
- ◆ *I've heard a lot of "because I said so" language at my site which increases the idea that there is a power dynamic in the classroom when there shouldn't be. Students from diverse backgrounds may not respond well to this kind of threatening system. All staff should have implicit bias training and resources and support on how to deal with families who are not open to diversity discussions in the classroom.*
- ◆ *Ranking social studies as one of the lowest priorities for the district says everything we need to know about how much ECS cares about diversity, inclusion, and positive social environments.*
- ◆ *Training on co teaching to support inclusive practices is a must. We need to look beyond on district resources for this.*
- ◆ *Hire a new superintendent*
- ◆ *Really good so far.*

- ◆ *I think the district needs to hire more staff in general to meet the demands of each school site. It seems quite clear to me that many teachers are over their caseload, yet the district fails to create the necessary positions.*
- ◆ *These terms are giant generalities- what do we mean by provide diversity, support equity? In all seriousness, I have no idea what this question means. Give me concrete examples of what these things are asking- do you mean diversity of opinion, of race, of gender, what are we talking about?*

# Appendix D

## Interviews and Focus Groups

### Interviews Conducted

- ◆ Governing Board Member (4)
- ◆ Superintendent, Eureka City Schools (multiple interviews)
- ◆ Assistant Superintendent of Business Services (multiple interviews)
- ◆ Assistant Superintendent Educational Services (multiple interviews)
- ◆ Benefits Representative - Human Resources Department
- ◆ Counselor, High School Academic Support
- ◆ Counselor, Mental Health Support
- ◆ Director of Classified Personnel
- ◆ Director of Community Schools
- ◆ Director of Curriculum and Instruction
- ◆ Director of Facilities
- ◆ Director of Personnel and Public Affairs
- ◆ Director of Student Services (multiple interviews)
- ◆ Director of Transportation
- ◆ Chair Citizens' Oversight Committee
- ◆ Indian Education Program Representative
- ◆ IT specialist
- ◆ Hmong Community Representative
- ◆ Math Interventionist
- ◆ President, District English Learner Advisory Committee
- ◆ Principals (all, multiple interviews)
- ◆ Assistant Principal
- ◆ Student Services, Homeless Service Support
- ◆ Teacher, English Language Development
- ◆ Teacher, New without Experience
- ◆ Teacher on Special Assignment responsible for school climate

### Focus Groups Conducted

- ◆ Assistant Principals, Elementary (n=5)
- ◆ Assistant Principals, Secondary (n=4)
- ◆ Citizens' Oversight Committee (n=6)
- ◆ Elementary Principals (n=4)
- ◆ Elementary Teachers (n=6)
- ◆ Eureka High School Students (n=8)
- ◆ Indian Education Team (n=5)
- ◆ Secondary Counselors (n=4)
- ◆ Secondary Principals (n=4)
- ◆ Secondary Teachers (n=6)
- ◆ Secondary Teachers (n=9)

- ◆ Stakeholder Representatives (n=5)
- ◆ Teachers, New to District with Experience (n=4)
- ◆ Winship Middle School Students (n=7)
- ◆ Zane Middle School Students (n=7)
- ◆ Zoe Barnum High School Students (n=8)