EQUITY DIAGNOSTIC AND DATA ANALYSIS
SUMMARY OF FINDINGS
Jurupa Unified School District

Jurupa Unified School District (JUSD) has prioritized a systemic and strategic approach to addressing core issues of equity districtwide. To support these efforts, JUSD partnered with Hanover Research (Hanover) to complete a series of two studies: an Equity Audit to diagnose key issues and an Equity Diagnostic Survey to solicit perceptions from key groups and understand student outcomes. The results of these studies are summarized in this document.
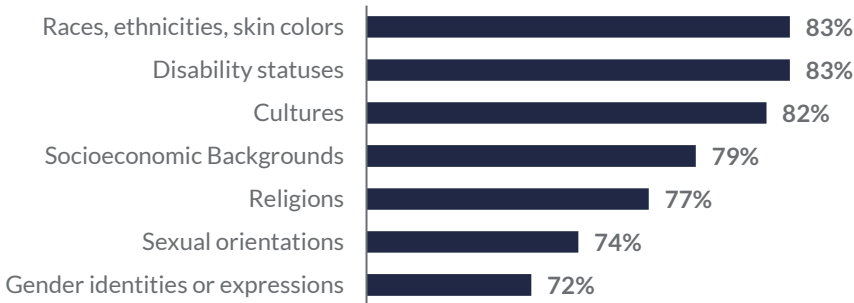
DIVERSITY, EQUITY, & INCLUSION DIAGNOSTIC SURVEY

In 2021, JUSD invited students, parents, and staff members to participate in a survey to gather perceptions of the district's efficacy in key equity-related areas. The district will use the survey results to inform priorities and goals for future school years related to diversity, equity, and inclusion. This section shares key findings from the survey, illustrated using results from select questions.

OVERALL PERCEPTIONS

- Most respondents agree that their schools support individuals from diverse backgrounds. However, slightly smaller shares agree that this support extends to individuals with different sexual orientations (74%) and gender identities (72%).
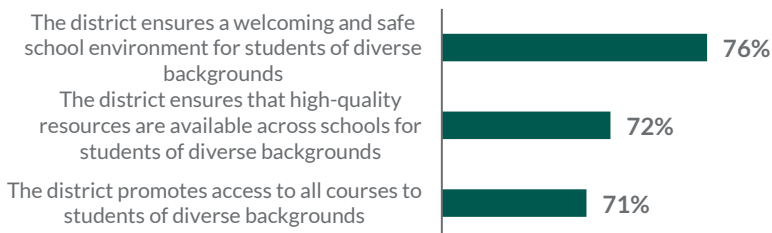
Schools support individuals from all different...
% Agree + % Strongly Agree

Races, ethnicities, skin colors	83%
Disability statuses	83%
Cultures	82%
Socioeconomic Backgrounds	79%
Religions	77%
Sexual orientations	74%
Gender identities or expressions	72%

PRIORITIES

- Most parents and staff want the district to prioritize ensuring a welcoming and safe environment (76%), the availability of high-quality resources (72%), and access to all courses for diverse students (71%).
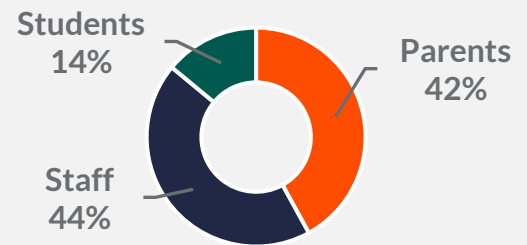
% Agree + % Strongly Agree

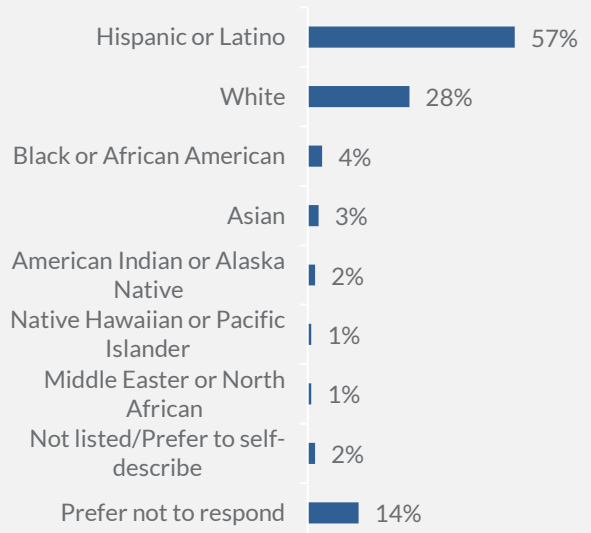|	
The district ensures a welcoming and safe school environment for students of diverse backgrounds	76%
The district ensures that high-quality resources are available across schools for students of diverse backgrounds	72%
The district promotes access to all courses to students of diverse backgrounds	71%

SURVEY RESPONDENTS

1,950 Total

by Role

- Students 14%
- Parents 42%
- Staff 44%

by Self/Child Identity: Race/Ethnicity
Please select all that apply

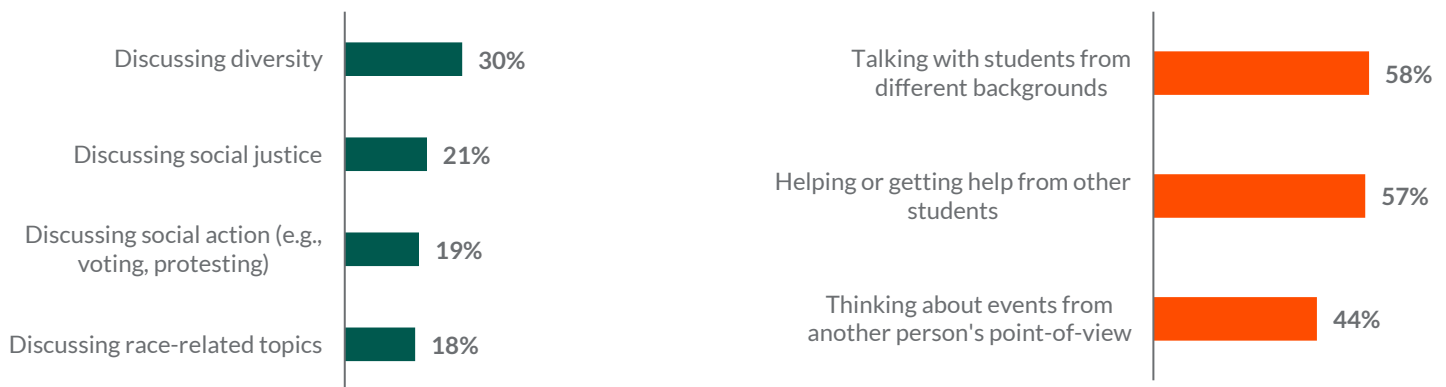|	
Hispanic or Latino	57%
White	28%
Black or African American	4%
Asian	3%
American Indian or Alaska Native	2%
Native Hawaiian or Pacific Islander	1%
Middle Easter or North African	1%
Not listed/Prefer to self-describe	2%
Prefer not to respond	14%

ACADEMICS & INSTRUCTION
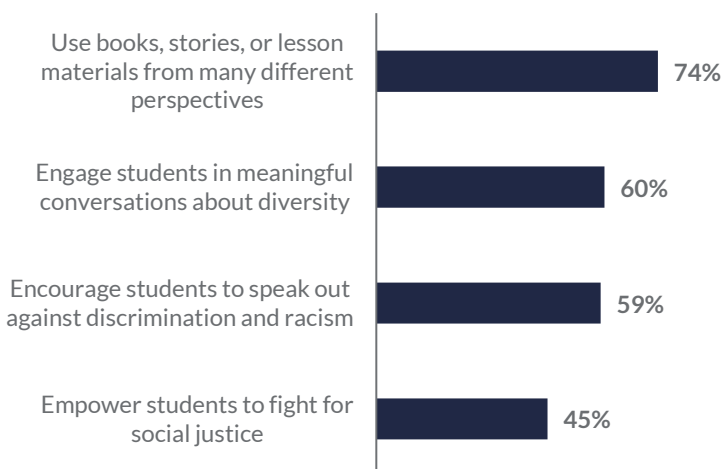
DIVERSITY IN INSTRUCTION

- Participants indicate that students do not often spend time in class discussing diversity, social justice, or other related topics. In the past week, few reported opportunities that "often" or "very often" appeared to discuss diversity (30%), social justice (21%), social action (19%), and other related topics. While most participants report spending time during lessons talking with students from other backgrounds (58%), smaller numbers report spending time during lessons thinking about events from another person's point-of-view (44%).

Time Spent in Class During the Past Week
% Agree + % Strongly Agree

Discussing diversity	30%
Discussing social justice	21%
Discussing social action (e.g., voting, protesting)	19%
Discussing race-related topics	18%

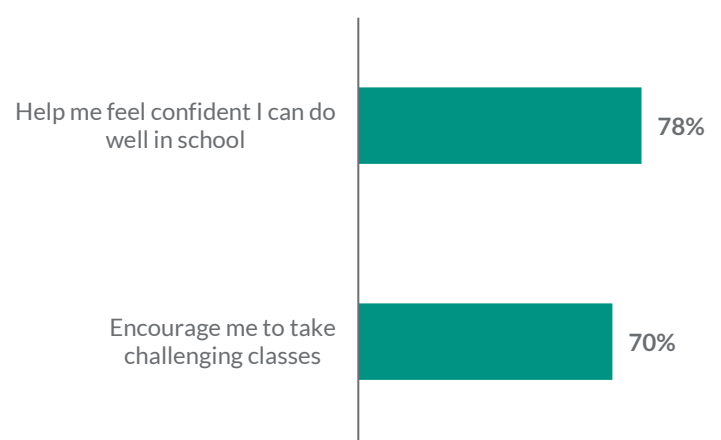|	
Talking with students from different backgrounds	58%
Helping or getting help from other students	57%
Thinking about events from another person's point-of-view	44%

- Most respondents report that teachers use books, stories, and other lesson materials utilizing different perspectives (74%) and engage students in meaningful conversations about diversity (60%), though fewer participants indicated feeling empowered to fight for social justice (45%).

- Generally, participants report feeling confident they can do well in school (78%). However, participants who described their gender identify as "other" are less likely to share that sentiment (42%).

Teachers
% Agree + % Strongly Agree

Use books, stories, or lesson materials from many different perspectives	74%
Engage students in meaningful conversations about diversity	60%
Encourage students to speak out against discrimination and racism	59%
Empower students to fight for social justice	45%

My teachers...
% Agree + % Strongly Agree

|	
Help me feel confident I can do well in school	78%
Encourage me to take challenging classes	70%

ACADEMICS & INSTRUCTION

STAFF PERCEPTIONS OF DIVERSITY

- Less than half of staff members believe resources are equally distributed across all district schools (44%). Staff members from TK-6 and TK-8 schools are less likely than participations from other schools to believe this (36-39%). A somewhat higher percentage of staff believe student (49%) and staff (55%) diversity are similar across all district schools.
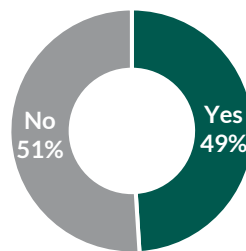
% Agree + % Strongly Agree
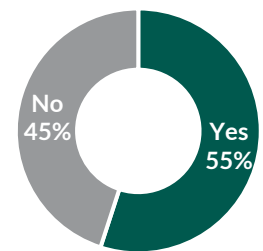
Note: Only staff answered these questions.
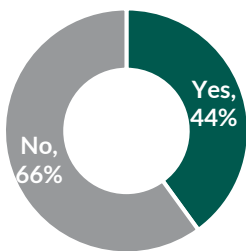
Resources are equally distributed across all district schools	Student diversity is similar across all district schools	Staff diversity is similar across all district schools

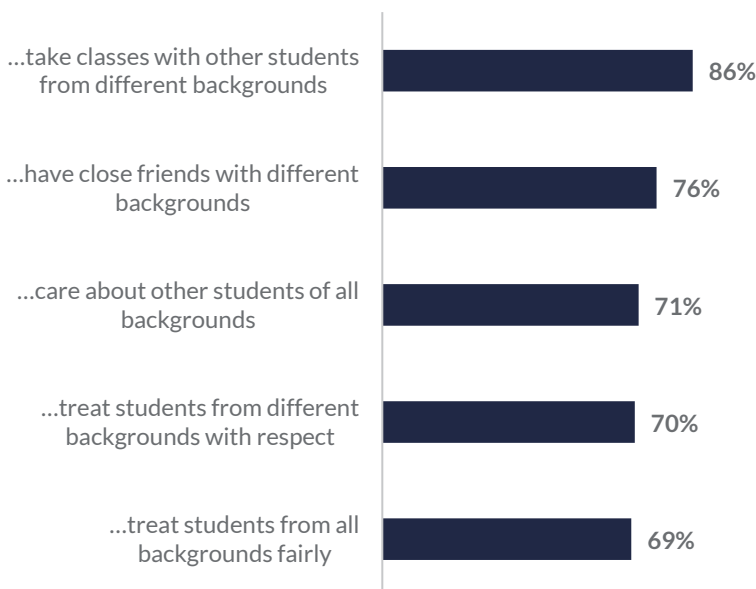Yes, 44% / No, 66% | No 51% / Yes 49% | No 45% / Yes 55%

SOCIAL ENVIRONMENT & DIVERSITY

- Most participants agree students take classes with other students from different backgrounds (86%) and have close friends from different backgrounds (76%), though slightly smaller shares believe students treat other students of different backgrounds fairly (69%).

- Participants generally believe adults in schools care about students of all backgrounds (83%), though a smaller percentage of participants agree adults in schools understand them and their experiences (67%).

Students...
% Agree + % Strongly Agree

...take classes with other students from different backgrounds	86%
...have close friends with different backgrounds	76%
...care about other students of all backgrounds	71%
...treat students from different backgrounds with respect	70%
...treat students from all backgrounds fairly	69%

Adults at my (child's) school...
% Agree + % Strongly Agree

...care about students of all backgrounds	83%
...treat students from all backgrounds fairly	81%
...understand me and my experiences	67%
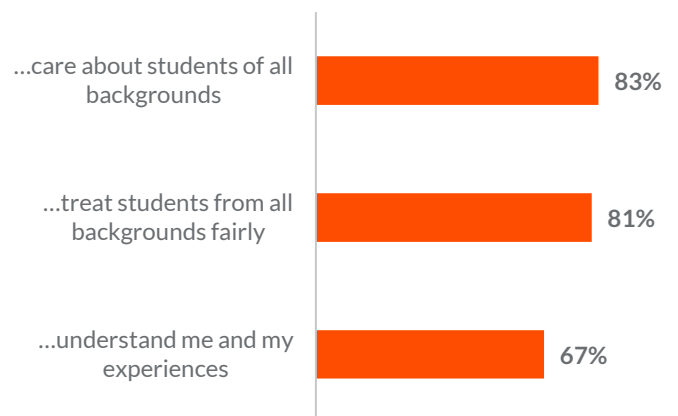
DISCIPLINE & SAFETY

- Most respondents report positive perceptions of the disciplinary practices at their school, such as encouraging students to learn from their mistakes (82%), clearly communicating school rules (81%), clearly communicating consequences for breaking rules (75%), and making sure students face the same consequences when they break the rules regardless of their background (72%).
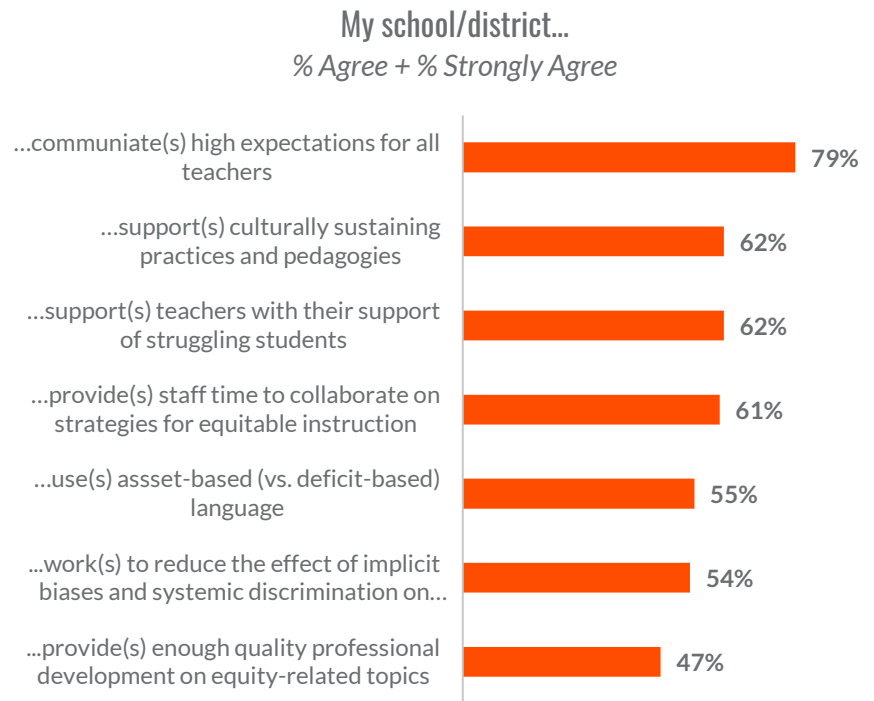
- Students and parents generally believe their schools meet the needs of all students (80%) and feel safe at school (73%). Some, however, believe bullying is a problem (41%) and students who describe their gender identities as "other" are more likely to report bullying is a problem at school (68%).
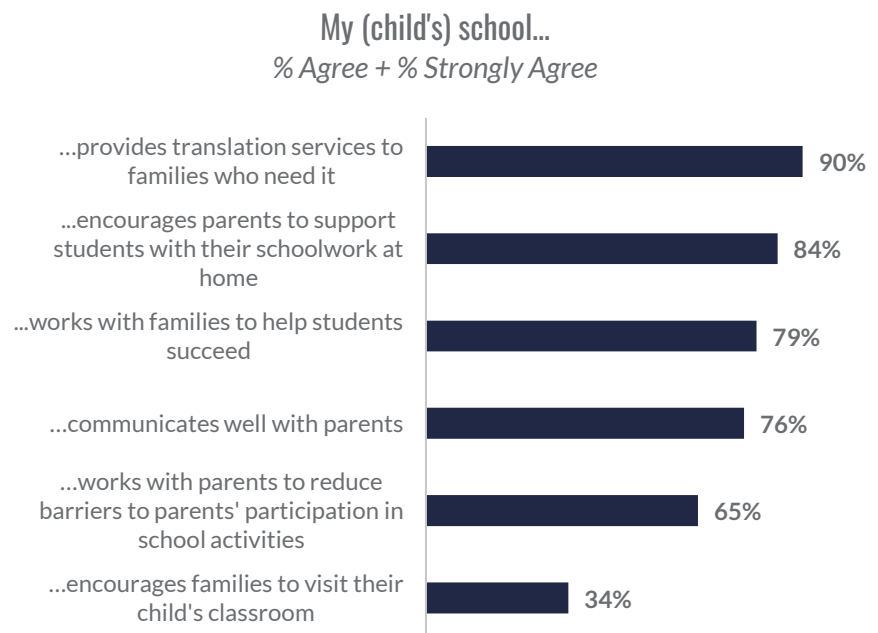
STAFF PERCEPTIONS

- Most staff agree their schools communicate high expectations of all teachers (79%). However, fewer believe their schools support teachers with their support of struggling students (62%) and support culturally sustaining practices (62%).

- Approximately half of staff believe their schools use asset-based vs. deficit-based language (55%) and work to reduce the effect of implicit biases and systemic discrimination on school decisions (54%).

- Less than half (47%) of staff believe their schools provide enough quality professional development on equity-related topics.

- Most staff agree their schools (86%) and the district (81%) treat staff members from all backgrounds with respect.

My school/district...
% Agree + % Strongly Agree

...communiate(s) high expectations for all teachers	79%
...support(s) culturally sustaining practices and pedagogies	62%
...support(s) teachers with their support of struggling students	62%
...provide(s) staff time to collaborate on strategies for equitable instruction	61%
...use(s) assset-based (vs. deficit-based) language	55%
...work(s) to reduce the effect of implicit biases and systemic discrimination on...	54%
...provide(s) enough quality professional development on equity-related topics	47%

Note: Only staff answered these questions.

ENGAGEMENT & OUTREACH

- Participants indicate positive perceptions of schools' family engagement and outreach efforts, with a majority agreeing their schools provide translation services to families who need it (90%), encouraging parents to support students with their schoolwork at home (84%), and working with families to help students succeed (79%). Participants also agreed that staff are friendly and responsive to parent concerns (80%) and are comfortable approaching school personnel to discuss their child's needs (76%).

- Fewer respondents agree, however, that their schools provide families with opportunities to be involved at school (66%) and work with parents to reduce barriers to parents' participation in school activities (65%). Less than half believe their schools encourage families to visit their child's classroom (34%).

My (child's) school...
% Agree + % Strongly Agree

...provides translation services to families who need it	90%
...encourages parents to support students with their schoolwork at home	84%
...works with families to help students succeed	79%
...communicates well with parents	76%
...works with parents to reduce barriers to parents' participation in school activities	65%
...encourages families to visit their child's classroom	34%

EQUITY DATA ANALYSIS

JUSD partnered with Hanover Research to conduct an equity data analysis, using student data from 2017-2018 to 2020-21 to analyze disparities in academic outcomes, behavioral outcomes, and program access. Hanover examined how outcomes and experiences varied across student groups, including by race/ethnicity, socioeconomic status (ED), English language proficiency (LEP), and receipt of Special Education services (SPED). In this section, Hanover presents key findings around three broad indicators analyzed – academic outcomes, behavioral outcomes, and program access.
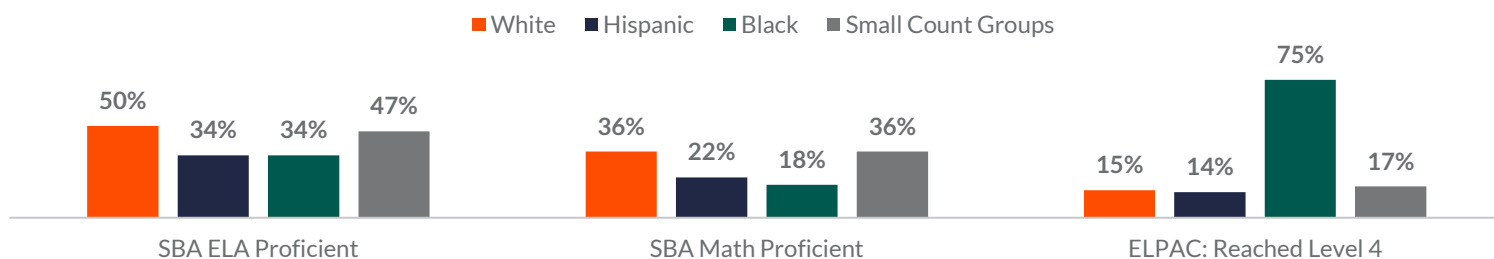
METHODOLOGY

The analysis presented in this document utilizes two methodologies for understanding and evaluating outcomes and program access. The bar charts visualize the proportion of students, by subgroup, that achieved each of the academic, behavior, or program access outcomes. Race/ethnicity subgroups are listed as "White," "Hispanic," "Black," and "Small Count Groups" to account for all subgroups. These data show only the proportion of students that met each indicator. To understand these outcomes in the context of a subgroup of students' representation among all students that achieve a given outcome, Hanover also calculated representation indices. These representation indices were used to analyze and compare the share of students in a particular group among students who achieve a given outcome with that same group's share of the general student population. The resulting representation indices provide an indicator of a subgroups overrepresentation or underrepresentation and can be used to identified disproportionalities.

ACADEMIC OUTCOMES

- **Since the ELPAC was first administered in 2018, the rate at which English Learners (ELs) have reached Level 4 (Well Developed) on the assessment has fallen from almost 26% in 2018 to about 7% in 2020 and 2021.** The decrease in ELPAC performance over time may indicate declining rates from EL reclassification in the district.

- **End-of-high-school outcomes such as a graduation within four years/on-time and completion of the UC/CSU A-G requirements trended slightly upward from 2017-2020, but fell in 2021.** The on-time graduation rate among non-LEP students decreased from 88% in 2020 to 84% in 2021; for LEP students, from 66% in 2020 to 58% in 2021. In 2020, 42% of non-LEP students completed A-G requirements, falling to 33% in 2021. LEP student completion rates are very low, with only 3.1% of students completing requirements in 2021. Large gaps in the completion of English and math requirements appear to drive the difference between non-LEP and LEP students.

ELA/Math/ELPAC Proficiency by Race/Ethnicity

White / Hispanic / Black / Small Count Groups

SBA ELA Proficient: White 50%, Hispanic 34%, Black 34%, Small Count Groups 47%
SBA Math Proficient: White 36%, Hispanic 22%, Black 18%, Small Count Groups 36%
ELPAC: Reached Level 4: White 15%, Hispanic 14%, Black 75%, Small Count Groups 17%

Additional Academic Outcomes by English Proficiency

Non-LEP / LEP

A-G Requirements Completed: Non-LEP 38%, LEP 2%
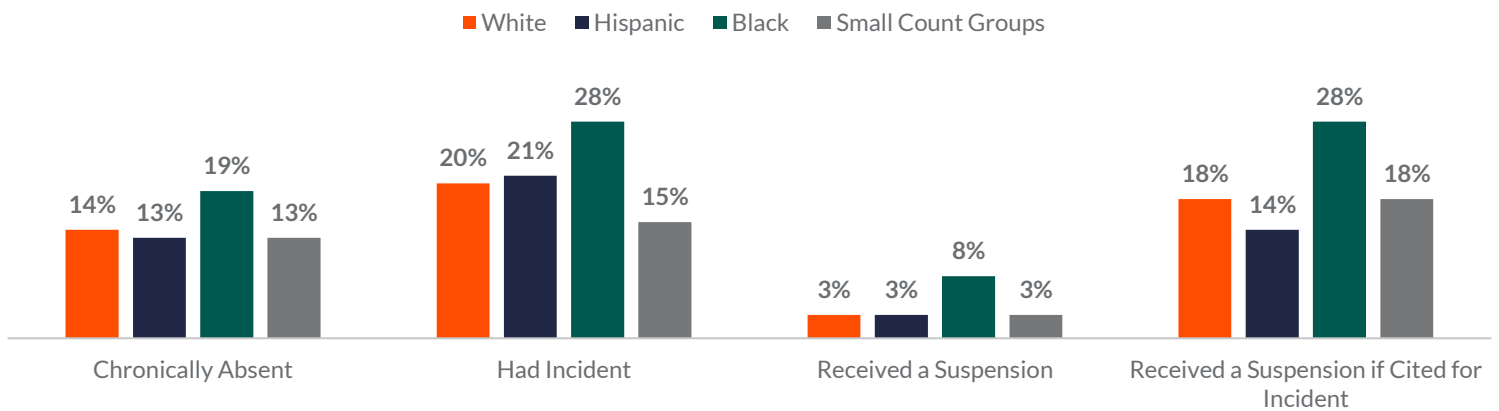Graduated on Time: Non-LEP 86%, LEP 62%

Note: Graphs show the proportion of students, by subgroup, that achieved each indicator across all years of data included in the analysis.

BEHAVIORAL OUTCOMES

- **Compared to students of other races or ethnicities, Black students are more likely to be chronically absent, to have an incident, to be suspended, and to be suspended if cited for an incident.** The gap is most notable in suspension outcomes, where Black students had higher rates as recently as 2020 while other groups declined from 2019-2020. If cited for an incident, about 13% of non-Black students were suspended (a decline from 18% in 2019), while about 41% of Black students were suspended (a rise from 34% in 2019). Black students comprise about 2% of the total student population.

Behavioral Outcomes by Race/Ethnicity

■ White ■ Hispanic ■ Black ■ Small Count Groups

	Chronically Absent	Had Incident	Received a Suspension	Received a Suspension if Cited for Incident
White	14%	20%	3%	18%
Hispanic	13%	21%	3%	14%
Black	19%	28%	8%	28%
Small Count Groups	13%	15%	3%	18%

PROGRAM ACCESS

- **There is a downward trend in student participation in GATE that Hanover finds to be consistent across student groups. However, the relative decline has been greater for Black students.** Overall, the proportion of GATE participants was 12% in 2017 but fell steadily to 8% in 2021. GATE participation rates for Black students fell from 9% to 3% between 2017-2021. GATE participation fell from 11% in 2017 to 7% in 2021 for Hispanic students, the largest racial/ethnic group in the district. Over the same period, GATE participation rates fell from 21% to 14% among White students.

Program Access by Race/Ethnicity

■ White ■ Hispanic ■ Black ■ Small Count Groups

	AP Course Enrollment	GATE Participation	Received Special Education Services
White	24%	18%	13%
Hispanic	22%	9%	10%
Black	15%	6%	15%
Small Count Groups	27%	11%	6%

Note: Graphs show the proportion of students, by subgroup, that achieved each indicator across all years of data included in the analysis.