

**Issaquah School District  
EL-16 Equity**

*We believe that each student has the potential to achieve, and it is our responsibility to provide all students with the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.*

**Executive Limitations Monitoring Report  
March 9, 2023**

**The Superintendent certifies that the District is in compliance  
with EL-16 without exceptions.**

As the Chief Equity Officer for the District, I interpret this Executive Limitation overall that as the Superintendent, I shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, by modeling equity and inclusion in action and decision-making, ensuring ongoing training and education for all staff and students, holding staff and students accountable for their learning and application of the values of equity, ensuring there are adequate resources to support equity work, and addressing both systemic and environmental factors affecting student achievement and well-being.

As noted in prior monitoring reports for the 2021-2022 school year, work across many departments and in support of other Executive Limitations continued to be impacted by COVID. The primary impact of teacher and paraeducator shortages led to District staff members using their time to cover classes or support initiatives outside the scope of their normal work. For example, Equity and Operations Department team members started the year running vaccine clinics. Any impact to the work of EL-16 will be noted in evidence.

This updated interpretation is forward and future looking of expectations and direction for the work in the 2022-2023 school year.

***Accordingly, the Superintendent shall not fail to:***

- 1.) Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:***
  - a. Recognize the existence of systemic and institutional inequities for students.*
  - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.*
  - c. Provide equitable access and academic support throughout our educational system.*
  - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance.*

- e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.*
- f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions.*
- g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.*

## **Interpretation**

I interpret this to mean that staff employed at Issaquah School District will be able to acknowledge and identify the history, context and current state of institutional barriers and inequities that students face based on their racial and ethnic backgrounds. I interpret this to mean that each employee can interrogate how this history, context and current state informs expectations for students and how to reflect, identify, restore and interrupt unintentional patterns of marginalization and inequity. This can happen in classrooms, schools and programs, or with other activities that students are involved in (e.g., extracurriculars, clubs and athletics). The District will equip staff at all levels to do this and provide support for students that correct inequities that may exist. The District will provide specific training to staff to bolster cultural competence, confidence and responsiveness while providing students with content and pedagogy that validate historical inequities and affirm their identities and experiences.

## **Evidence**

### **Professional Development Topics**

- During the 2021-2022 school year, staff were provided with professional development in the following areas:
  - Cross-cultural communication
  - Culturally responsive instructional practices
  - Courageous conversations
  - Parent panels
  - Tribal sovereignty
  - How to work with interpreters and translators
  - Universal design for learning
  - Trauma informed practices
- The purpose of our professional development was to help bolster cultural competence, allow staff to identify the history, context and current state of institutional barriers and inequities that students face based on their racial and ethnic backgrounds.
- The outcome of our professional development was providing our staff with tools for engagement with our culturally and linguistically diverse families, helping our staff develop insight into different lived experiences, and to further our staffs' skills with reflecting, identifying, restoring and interrupting unintentional patterns of marginalization and inequity.

<p>Cross Cultural Communication professional development presented by Rosetta Lee (all building and district administrators) <a href="#">Rosetta Lee All-Admin virtual PD October 2021</a></p>	<p>The Power of Words (presented to all high school students and some middle schools) <a href="#">Dr. Levy The Power of language on the N word</a></p>
<p>Culturally Responsive Teaching presented by Rosetta Lee (certificated elementary staff) <a href="#">Rosetta Lee Elementary Cultural Competency virtual PD 2021-22</a></p> <p><a href="#">Rosetta Lee PD Elementary 10-2021 DATA</a></p>	<p>Tribal Sovereignty <a href="#">The Why of the ISD Land Acknowledgement</a>. Professional development on the Issaquah School District's Land Acknowledgement with information about the history and current state of the Snoqualmie Tribe. Curriculum connections were curated by the over 130 staff that attended during the last session <a href="#">Curricular Connections with ISD Land Acknowledgement PPT</a></p> <p>Professional Development Feedback <a href="#">Land Acknowledgement Feedback</a></p>
<p>Culturally Responsive Teaching presented by Rosetta Lee (certificated secondary staff) <a href="#">Rosetta Lee SECONDARY Virtual PD 2021-2022</a></p> <p><a href="#">Rosette Lee PD Secondary 10-2021 DATA</a></p>	<p>Parent Panels were facilitated at Issaquah Middle, Grand Ridge, Cascade Ridge and Sunset Elementary to amplify parent voice, experiences and perspectives at schools.</p>
<p>Courageous conversations professional development (presented to building certificated staff) <a href="#">Courageous Conversation PPT</a></p>	<p>Certificated staff and office staff received Cultural Competency training on working with families and interpreters as they use resources such as Language Line or Alboum.</p>
<p>Resources and Tips for Communicating with Linguistically Diverse Families – Presentations to New Hire elementary staff, registrars, school staff and general professional development offered at the start of the school year. <a href="#">Tips for Using an Interpreter</a></p> <p><a href="#">Interpreters for Zoom Meetings with Linguistically Diverse Families PPT</a></p>	

- An Equity Framework for Supplemental Curriculum or Non-Adopted materials was created and shared with building administrators and certificated staff. Using instructional resources and materials that are free from bias, that promote inclusion and belonging, and that respectfully portray differing racial groups, cultural traditions, religion, gender and sexual identity, as well as family identity, create learning environments that are safe,

welcoming, and representative of our students. This document acts as an additional guide for educators when using their professional judgement to pick supplemental resources and materials. [Equity Framework for Supplemental Curriculum](#)

## **Equitable Access**

- High schools created and trained athletic, activity and school staff on how to better advertise the availability of scholarships. Additionally, these staff groups were trained on how to solicit more revenue to increase the number of scholarships available to students. Each school has a web presence for both students seeking financial assistance and for donating ([Issaquah](#), [Liberty](#), [Skyline](#) & [Gibson Ek](#)).
- We are in the initial phase of creating an approach to consistent grading practices using an equity lens connected to EL-12. As part of this work, there was a focus on providing students with opportunities for recovery of late work and/or work that was below standard. This was done to ensure all students have access to re-learning and to address barriers to grades that reflect high achievement.
- Technology Access for Elementary Students. To prevent summer slide for students who are most at risk, the Equity and Family Partnership department worked with families to identify students who needed laptops so they could access and use Issaquah School District summer applications. The Family Partnership Liaisons distributed 46 surplus computers in June 2022 to students who had WIFI access but not a computer to ensure they had access to the learning applications suggested by TLS to minimize summer slide.
- Transportation – The Issaquah School District purchases ORCA cards to support families in gaining transportation to allow for full participation in academics and extracurriculars. Transportation was also provided at our secondary schools for after-school activities.
- The Issaquah School District also covers expenses such as document fee support - funds used to support families in gaining required documentation for enrollment and store gift cards/prepaid debit cards to purchase materials necessary for students to participate fully in school activities.
- Rashad Norris and Michael Tuncap from Relevant Engagement were hired to work with 30-35 students at Liberty High School (meeting weekly for ~6 months), Issaquah Middle School and Cougar Mountain Middle School, meeting weekly for ~3 months at the end of the 2021-22 school year. They worked on awareness and knowledge of self, building your circle, skills adaptation, self-advocacy and emotional intelligence. The purpose was to help students discover and identify their motivations, beliefs, values, and triggers, and to learn to celebrate and honor cultural heritage. They did activities such as having the students create their own schools and discuss historical aspects that led to current systems. They were a positive role model in the students' lives.
  - [Student Feedback on the following questions:](#)
    - What I want you to know
    - What have I learned in the sessions?
    - Have the sessions helped you?
    - What can we do to improve our sessions?

### **Curriculum that provides a diverse viewpoint**

- Ensuring the selection and use of new instructional materials that are culturally responsive and/or designed to address disproportionality is a core foundational process in our adoption process. Evidence of this during the 2021-22 school year include:
  - Continued development of High School English Language Arts (ELA) novel units based on culturally diverse literature.
  - Initiated process of selecting more culturally diverse literature for Middle Schools using Title IV grant funds.
  - Teacher and Family communication resources to address the use of multiple perspectives in secondary Social Studies curriculum.
  - Piloting and selection of extended learning and intervention materials for ELA and Math as described in Ends 2 monitoring report.
  - Issaquah School District adopted a diversity unit that covers isms (sexism, racism, classism, antisemitism, etc.) taught to all 9<sup>th</sup> graders in World Studies.

### *2.) Collect, disaggregate, analyze, and utilize data in order to:*

- a. *Identify inequities.*
- b. *Develop and implement strategies and allocate resources towards eliminating those inequities.*
- c. *Establish and sustain equity-based accountability systems across the district.*

### **Interpretation**

I interpret this to mean the Issaquah School District will examine and use a range of relevant disaggregated data and evidence in order to build and calibrate capacity for data literacy to unearth inequities, identify root causes, develop a problem or opportunity statement in support of Multi-Tiered Systems of Support (MTSS) and access for all students, develop a robust set of evidence-based solutions, prioritize resources and support, and establish accountability for eliminating opportunity gaps in District plans and School Improvement Plans (SIPs). In addition, I interpret this to mean that there is an ongoing cross-functional system of reviewing data and progress to determine what may be working, what may not be working and the next course of action.

### **Evidence**

The interpretation for this section has substantially changed from previous school years. As we are monitoring in the rear, we recognize that the evidence below will not capture the entirety of our new interpretation. As a District, we see that work is needed in this area, and we have started that work already.

### **Resource Allocation**

- Title I, Part A Funds: The allocation of Title I, Part A funds is in addition to the instructional classroom staffing allocation. The methodology for allocating these funds is based on a “per pupil” expenditure in relationship to each eligible school’s free and reduced population percentage (grade span- elementary). These schools are identified as Title I schools based on their free and reduced (rank and allocation) status. Title I, Part A

funds are used to help supplement K-4 literacy at those schools. Staffing and funds are tied back to the schools servicing identified Title I students.

- Learning Assistance Program (LAP): The allocation of other state funding, such as LAP, is in addition to the instructional classroom staffing allocation. LAP funds are used to target K-4 literacy at all of our elementary schools.
  - [Title and LAP Building Allocations 2021-22](#)

### **Equity Based Accountability Systems**

- Through our EL-11 discipline monitoring report, we have surfaced disproportionality in our discipline and have noted steps we are taking to address it.
  - EL-11 (Discipline monitoring report)- [EL-11 Discipline Monitoring Report](#)
- Each district department has set equity goals that they will be working towards during the 2022-2023 school year.
- Washington State law, RCW 28A. 225.030 requires that school districts file truancy petitions with the Juvenile Court when students have accumulated seven unexcused absences in one month or not later than fifteen unexcused absences in an academic year.
  - [2021-2022 Truancy “BECCA” Filings with King County Superior Court](#)
- Chronic Absence Rate: Percentage of students who missed 10 percent or more of the school year, including excused and unexcused absences (about 18 days in a 180-day school year). This threshold is an empirically supported indicator of whether a student is at academic risk due to absenteeism.
  - [2021-2022 Chronic Absenteeism Data](#)

### **Tiered Intervention System for Attendance**

- In the Issaquah School District, we use a [tiered intervention system for attendance](#) that is incorporated into our Multi-Tiered System of Support. These interventions are designed to address barriers to student participation and engagement in learning. Currently, changes are underway with the implementation of a community engagement board, strengthening community partnerships, tiered teams training, and streamlining internal practices.

### **Multi-Tiered Systems of Support**

- Tiered teams in schools meet regularly and review student data in order to implement interventions. Data includes risk indicators, attendance, assessment data, grades, SWIS and discipline data.
- K-8 Schools review i-Ready data to monitor student growth and adjust instruction for students with the intent to reduce achievement gaps.
- Additional MTSS resources are allotted to our schools with greatest need (Clark Elementary, Issaquah Valley Elementary and Sunset Elementary).
  - Additional instructional coaching for FTE (Clark)
  - Piloted intervention materials, including additional support and training from TLS specialists.
  - Enhanced Title 1-A staffing
  - Additional consultation with MTSS consultants
  - Additional support from MTSS TOSA

## Highly Capable

- We recognize there is uneven representation in our Highly Capable program and understand that there is further work to do in order to address this.
  - [EL-16 Highly Capable 2021\\_22](#)

*3.) Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.*

## Interpretation

I interpret this to mean the Issaquah School District will, in order to better serve our families from diverse backgrounds, develop and foster a welcoming environment and promote relevant engagement opportunities for all families through program development, curriculum adoption, communications and school-based efforts to reach out to and engage families. I interpret this to mean that outreach is conducted in a family's preferred language and multiple modalities are offered to engage families from diverse backgrounds.

## Evidence

- High School Education in partnership with the Equity Department developed content to create a Parent University page that will support family engagement. The content will be fully available in the 2023-24 school year and be available in several languages.
- The Communications Department launched 28 new websites so that we can share our story with easy-to-use tools that ensure accessibility for our users. Some of the new accessibility tools include support for adding Alternative (alt) Text and video caption files, a built-in accessibility checker within the editor and the ability to search for and remove photos with missing Alt text. The new websites also utilize AudioEye, an industry-leading Accessibility Compliance Technology that tests for over 400 accessibility issues to ensure equal access to our websites for all users and to ensure compliance with laws enforced by the Office of Civil Rights.
- The launch of the new websites, in partnership with using new messaging platforms, has increased our ability to communicate and share information with families in their preferred languages and to ensure timely access to information through updated content translation software.
- Family Partnership Liaisons email and often meet with new families to welcome them to the school district. Liaisons help the families register in the district and answer questions as they learn how to navigate the schools. The Family Partnership Liaisons also share resources on the website such as the ones created at information nights, so parents know where and how to find information.
- Family Connections Meetings held in October, December and March provide a space for all Issaquah School District parents to ask questions and get help. Liaisons invite new families to these meetings as families enroll in the district throughout the school year. The Family Partnership team answers questions on a variety of topics such as school lunch (meal options and payment), how to participate and join clubs and sports, roles of counselors and how to approach them, how to communicate and talk to teachers, highly capable program and how to get involved.

- Family Information Events and Workshops- Nine family information events were held to support our culturally and linguistically diverse families to access Issaquah School District school transitions, services, and programs. The information nights were held in seven languages. See an overview of events below.
  - [Family Partnership Events for 2021-22](#)

*4.) Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.*

### **Interpretation**

I interpret this to mean the Issaquah School District will actively develop and implement communication and feedback processes and protocols that support partnership and two-way communication that ensures the District is hearing the voices representative of our diverse community and student population. This includes the aforementioned communication to families in their preferred language and through multiple modalities. The District will also support the same processes and protocols at the school level with students, partners and families within that school community.

### **Evidence**

#### **Family and Student Partnership**

- ISD Family Partnership Advisory Group - This team provides input and ideas on how the District and Issaquah School District Family Partnership staff can provide support for families, especially our culturally and linguistically diverse community. The Equity team seeks out the voices from each feeder pattern, various cultural and religious groups and also different grade levels. One of the goals of the meeting is to also inform families about school programs, district initiatives and practices so they can inform other members of their communities. The Family Advisory Group met in January via Zoom and [March via a hybrid meeting](#) to hear parent perspectives and experiences. As a result of the meeting:
  - Welcome signage was created and posted in all schools along with the District office and May Valley, informing families that interpreters were available for families to communicate with staff.
- Interpreter and Translator contracts were shared with qualified community members to support district events and information nights.
- In spring 2022, the Issaquah School District Special Services Department, in collaboration with the Issaquah School District Equity Department and community members, provided surveys to families and community members and conducted 7 parent listening sessions via Zoom; 5 in English, 1 in Spanish, and 1 in Mandarin. During these listening sessions, our focus was to better understand how to improve our collaboration with parents, guardians, and non-district IEP (Individualized Education Plan) meeting participants by asking 4 distinct questions around participants' experiences, knowledge, and recommendations during and after these meetings.
- Student Equity Committee - District staff worked with the Student Equity Committee to hear, help plan, prioritize and steward equity projects the student committee wanted to



implement. Each school created an Equity team with Building Equity Leaders or another advisor to help support projects specific to schools.

- In addition to the Black Student Unions at some of our other buildings, a Black Student Union group was started during the 2021-22 school year at Beaver Lake Middle School with a parent volunteer and our Equity Specialist. The purpose of the Black Student Union was to create a space for belonging and listening. The group averaged 4 – 20 students a week.

### **Family and Community Partnerships**

- The Issaquah School District Vaccine Clinic was a joint partnership between Costco, ISD Facilities/Operations Department, the Equity Department, the ISD Transportation Department, the Issaquah Schools Foundation and community volunteers. The Vaccine Clinic was made accessible to all ISD families. Transportation was provided at no cost to families, translators were provided at the clinic, the clinic was advertised to all families in a language they could understand, families with a preferred language other than English were provided an opportunity to receive help with the registration process, equitable scheduling was provided for families, and the clinic was set up to be welcoming and safe for children. The ISD Vaccine Clinic ended up serving close to 2,200 students.
  - Vaccine Clinic letter than went out to families. The letter was translated into Spanish, Chinese, Korean, Russian, Japanese, Vietnamese, and Arabic (We have roughly 400 families K-6 who have a preferred language other than English) - [Vaccine Clinic Letter to Families](#)
  - An auto-dialed message went out to 224 families that identified transportation as a barrier to getting to the Vaccine Clinic. They could sign up for transportation free of cost to get to the Vaccine Clinic.
  - The Equity department called close to 80 families using interpreters to sign them up for a Vaccine Clinic appointment and/or bus transportation.
  - Vaccine Clinic dates- [Vaccine Clinic Dates](#)
  - The Equity Department created an email address ([ISDvaccineEquity@issaquah.wednet.edu](mailto:ISDvaccineEquity@issaquah.wednet.edu)) specifically to communicate with and support families who had requested support from the Equity Department with the Vaccine Clinic.
  - ISD provided goody bags to all students who came to the Vaccine Clinic thanks to the generous donation from the Issaquah Schools Foundation- [ISF- END OF YEAR REPORT 2021-22 Vaccine Clinic Activity Bags](#)

*5.) Promote hiring practices to attract a highly skilled and diverse workforce.*

### **Interpretation**

I interpret this to mean the Issaquah School District will review and develop hiring processes that reduce bias and barriers to entry for applicants of all identities and backgrounds. In addition, the District will train hiring managers in anti-bias hiring practices. The District will focus recruitment efforts in networks that are known for applicants of color and promote all job postings that speak to and exemplify a commitment to equity and inclusion. As a result, the

district will see an increase over time of staff demographics overall, and across all employee groups, that represent the student population.

## Evidence

- The Equity Department supported Human Resources staff in assisting linguistically diverse applicants who needed in-person support to complete their employment applications. This joint effort to remove or reduce linguistic or technological barriers resulted in 13 attendees and 9 total applicants with some interested in future employment after acquiring additional English language competencies.
- Human Resources also formed a representative team of hiring managers to audit our question bank for interview teams. They focused on making questions gender neutral and streamlining questions that had become too long over time and could pose a needless, albeit inadvertent, language barrier to potential staff. They completed the audit for certificated staff questions, Paraprofessional questions and Office Professional questions.
- The Human Resources Department hosted an in-person job fair for classified staff needs on June 1, 2022 and resumed in-person attendance at job fairs including at Gonzaga University, the Spokane Job Fair, and the Tacoma Dome Job Fair as well as having a presence at virtual job fairs.
- Additionally, Human Resources collaborated with the Communications Department to create and mail recruiting postcards to more than 40,000 addresses within the district and resulted in more than 30 applicants and many hires for our very important bus driver positions. We later used this strategy for hiring Food Service staff.
- Please also note in the data below (under #6) that our percentage of certificated staff of color has increased by nearly 2% while we shrank in total numbers of cert staff employed from 1374 to 1312.
- Key findings:
  - Fewer staff of color apply to our certificated jobs than to our classified jobs. We see roughly 3.9 candidates of color per posted certificated job versus 6.49 candidates of color per posted classified job. Changes in recruitment practices may help us to move the needle on the diversity of our teacher applicant pool. We have a significant number of applicants not disclosing race.

Baseline data for all certificate staff applicants: (Note “applied” does not necessarily mean the applicant completed an application nor that s/he/they met the minimum qualifications for a teaching job in Washington State).

<b>Certificated Teacher Category</b>	<b>Total # of Race Applied</b>
American Indian or Alaskan Native	3 = .1%
Asian	288 = 12%
Two or More	62 = 2.6%
Black	18 = .7%
Hispanic/Latino	70 = 3%
No Race Given	246 = 10%
Pacific Islanders	2 = .08%
White	1638 = 70.3%
# of Openings	112

And for all classified jobs:

<b>Classifieds Category</b>	<b>Total # of Race Applied</b>
American Indian or Alaskan Native	11 = .3%
Asian	1034 = 29.7%
Two or More	163 = 4.6%
Black	98 = 2.8%
Hispanic/Latino	250 = 7%
No Race Given	328 = 9%
Pacific Islanders	16 = .4%
White	1576 = 45%
# of Openings	242

*6.) Promote a workplace environment and culture that supports retaining a highly skilled and diverse workforce.*

### **Interpretation**

I interpret this to mean the District will ensure that there are supports and space for all staff to both develop and contribute their commitment to equity and inclusion. The District will develop an action plan that brings forward both emerging practices and ideas from staff about improving a culture that retains a highly skilled and diverse workforce. The District will see retention consistent across staff demographics. Specifically, the District will ensure there are ongoing efforts to provide training and support to all staff to develop their cross-cultural awareness and communication and facilitate or promote opportunities to caucus by identity.

### **Evidence**

- Educators of Color cohort meetings– Providing affinity spaces for staff of color is a positive support that can help retain staff of color. During the 2021-22 school year, the Issaquah School District held Educators of Color meetings (4 meetings), providing opportunities to connect with other educators both in and out of district.
- Key findings: our certificated staff of color are leaving at a rate that is .36% higher than their total population % and our white cert staff also had a resignation rate that was .87% higher than their total population %.

	2018-19					
	Total Cert Staff #'s			Cert Resignation Stats		
Race Description	# of Certs	% of Certs		# of Resigned Certs	% of Total Cert Resignations	% of Total Certs
<b>POC</b>	121	8.81%		10	9.17%	0.73%
<b>White</b>	1236	89.96%		99	90.83%	7.21%
<b>Blank</b>	17	1.24%		0	0.00%	0.00%
<b>Total</b>	<b>1374</b>	<b>100.00%</b>		<b>109</b>	<b>100.00%</b>	<b>7.93%</b>

Note: POC data is not disaggregated further to protect individuals' identity. Certificated staff includes all ES, MS and HS teachers, librarians, counselors, principals, assistant principals, OT/PT, SLP, school psychologists, spec ed teachers, TOSAs, other cert admin, behavior specialists, vision specialists, audiologists, Title/LAP teachers and Deans.

	2021-22					
	Total Cert Staff #'s			Cert Resignation Stats		
Race Description	# of Certs	% of Certs		# of Resigned Certs	% of Total Cert Resignations	% of Total Certs
<b>POC</b>	138	10.52%		17	11.04%	1.30%
<b>White</b>	1136	86.59%		133	86.36%	10.14%
<b>Blank</b>	38	2.90%		4	2.60%	0.30%
<b>Total</b>	<b>1312</b>	<b>100%</b>		<b>154</b>	<b>100.00%</b>	<b>11.74%</b>

Below: termed is a Human Resources term of art that denotes any resignation, termination or retirement.

<b>Total Active Classified Employees by Race 2022-23</b>		
<b>Race Description</b>	<b>Count of Employee Type Description</b>	<b>Total as a Percentage</b>
<b>POC</b>	318	24.70%
<b>White</b>	899	69.85%
<b>Blank</b>	65	5.05%
<b>Total</b>	1287	100.00%

<b>Termed Employees By Race and Totals (2021—2022)</b>		
<b>Race Description</b>	<b>Total Count</b>	<b>Percentage of Total Termed EEs</b>
<b>POC</b>	<b>51</b>	<b>21%</b>
<b>White, non-Hispanic</b>	<b>183</b>	<b>77%</b>
<b>Blank</b>	<b>4</b>	<b>1.6%</b>
<b>Grand Total:</b>	<b>238</b>	<b>100.00%</b>

*Board approved: March 9, 2023*