

Historically Underserved Students & Communities *

- **African American/Black Students** - Lack of academic support for their success; disproportionately placed in ISS; district not supporting high outcomes; no systemic change to support participation in Gifted & Talented (GT); culture in classrooms for rigorous academics described as “oppressive and alienating;” and with low expectations.
- **Asian & Asian American Students** - Microaggressions and bullying ignored in the system; unrealistic expectations; academic stressors; some students struggling academically, but undetected.
- **Deaf and Hard of Hearing Students** - Provisions for supports intermittent at some schools; unaddressed academic needs.
- **Emerging Bilingual Students** - Lack of translators & no timely translations; language access barriers unaddressed; multilingual programs inconsistent and not appropriately assessed; quality is inconsistent.
- **Hispanic/Latinx Students** - Lack of academic support for their success; overly placed in ISS; district not supporting high outcomes; no systemic change to support participation in GT; culture in classrooms for rigorous academics described as “oppressive and alienating.
- **Immigrant Students** - Religious bigotry, language access barriers; unidentified academic & social emotional support; disproportionately identified for special education services.
- **Indigenous Students** - Failure to recognize & address concerns; racist & marginalizing language in curricula & racist mascots; peer pressure to deny identity; unaddressed bullying.
- **Girls/Young Women** - Participation in STEM and some not encouraged and supported, no discussion of data or goal setting.
- **Students who are identified with mental, cognitive & physical disabilities** - Needs unidentified at some schools; bullying unaddressed at some schools.
- **Refugee Students** - Lack of language access; not enough people identifying needs at all schools; bullying unaddressed.
- **Students who identify as LGBTQIA+** - Unaddressed bullying & stress; not enough data collected to provide systemic change for support; system does not prepare teachers and staff to support students.

- **Students identified as Economically Disadvantaged** - Lack of support with inexperienced teachers in Title I school; no systematic ways to support participation in rigorous courses; closing schools & disrupted school communities and learning.
- **Students who access Special Education Services** - Not receiving appropriate and timely testing, supports & services; some have been “misplaced” and do not need services; disproportionately placed in ISS (or ISS alternatives); teacher shortages call quality of services into question; what are goals for graduation?
- **Students who are experiencing Homelessness and/or are in Foster Care - Not enough attention paid on how to communicate with caregivers.**

* This evolving list has been generated by input from community stakeholders and identity group members.