College of the Canyons - Executive Summary

2019-2022 Student Equity Plan (component of the Student Equity Achievement Plan)

Executive Summary Introduction

The 2019-2022 Student Equity and Achievement demonstrates College of the Canyons' ongoing commitment to advancing student success outcomes. Predicting the need to better coordinate student success efforts at the local level, College of the Canyons has created a new coordination committee under the authority of the District's College Planning Team.

Known as the "Institutional Effectiveness & Inclusive Excellence (IE)^2 steering committee," this college group was formed in 2015 and has quickly become an essential coordinating body to review student disproportionate impact findings, to address access, ESL and basic skills completion, course completion, degree and certification completion, and transfer needs for students as identified by the California Community College Student Success Scorecard data, and to review and establish institution-set standards for the Institutional Effectiveness Partnership Initiative and the Accrediting Commission for Community and Junior Colleges. The work of (IE)^2 and the cross-functional team represented has played an essential part in preparing the laying the foundation for the equity work to be anchored to a larger institutional effort. This includes recent activities at committee meetings to engage stakeholders in dialogue on what solutions we need to consider integrating into our work that will have a targeted and demonstrable impact on closing the equity gaps.

Writing and Review Process for the Student Equity Achievement Plan

The Student Equity Achievement Plan and alignment of local goals with the CCCCO Vision for Success goals in an effort to integrate the planning and goal-setting for these processes along with integration of other planning efforts, including guided pathways, enrollment management plan and the strategic plan. Writing teams were comprised of faculty, classified staff and administrators. The review process included input from the College Planning Team, Institutional Effectiveness and Inclusive Excellence (IE)^2 committee, Academic Senate, Classified Senate, and Associated Student Government.

As noted in previous equity plans, College of the Canyons intends to improve student success through intentional and research-based strategies to support student equity and achieve its goals to narrow and close the equity gaps for disproportionately impacted groups.

With a rich history of student equity planning and the enhanced committee space provided by the Institutional Effectiveness and Inclusive Excellence steering committee (IE)2, the college has and will continue to conduct campus-based inquiry into institutional practices and student support strategies, knowing that both are crucial in addressing equity findings for our students.

The CCLC Student Equity Report 6.19.15 describes how one of the state goals is to "begin system- wide discussions about the challenges facing our colleges and the opportunities for ongoing change. In order to be effective, these conversations need to occur not just once; instead, equity needs to drive every conversation and student success needs to be the goal." As we pursue efforts to close areas of DI, the College will assess its processes, policies and procedures to identify if any groups are being advantaged over other groups, thus contributing to inequities.

The Student Equity Achievement Plan writing team reviewed the disproportionate impact data shown in Table 1 and identified activities and the desired approach to conduct inquiries in 2019-20 to identify evidence-based solutions for targeting efforts for groups where disproportionate impact exists (see table 2).

Student Equity Goals

The table below presents the baseline gap, goal for reducing the gap, additional student successes needed to close the gap and targeted cohort size by outcome metric. Data are only presented for groups where disproportionate impact was identified.

Table 1. Disproportionate Impact (Student Equity Achievement Data 2017/18) and 2019-22 Goals

	Percentage Point Gap Reference Group: Overall 2017-18	Percentage Point Gap Reference Group: Selected vs. Other 2017-18	Number of additional students needed to eliminate gap	Number of additional students needed to REDUCE gap (by 20%)	Goals for Disproportionately Impacted Student Population
Access: Successful Enrollment					**2019-2022**
Gender: Unknown/Unreported	-28.5%	-29.2%	63	57	(reduce PPG by 20%)
Black/African American	-7.3%	-8.0%	81	38	(reduce PPG by 20%)
White (vs. Other)	-2.0%	-2.0%	1	1	(reduce PPG by 20%)
Ethnicity: Unknown/Unreported	-29.0%	-29.4%	31	29	(reduce PPG by 20%)
25-29	-7.1%	-8.4%	149	69	(reduce PPG by 20%)
30-34	-17.3%	-18.5%	144	86	(reduce PPG by 20%)
35-39	-21.5%	-22.6%	96	66	(reduce PPG by 20%)
40-54	-18.0%	-19.3%	137	84	(reduce PPG by 20%)
55+	-12.0%	-19.0%	39	25	(reduce PPG by 20%)
Foster Youth	-9.4%	-9.5%	23	11	(reduce PPG by 20%)
Retention: Fall to Spring					**2019-2022**
Male	-5.0%	-10.7%	184	55	(reduce PPG by 20%)
Black/African American	-11.2%	-11.8%	50	15	(reduce PPG by 20%)
Ethnicity: Unknown/Not reported	-20.1%	-20.6%	41	12	(reduce PPG by 20%)

	Percentage Point Gap Reference Group: Overall 2017-18	Percentage Point Gap Reference Group: Selected vs. Other 2017-18	Number of additional students needed to eliminate gap	Number of additional students needed to REDUCE gap (by 20%)	Goals for Disproportionately Impacted Student Population
25-29	-9.7%	-11.1%	100	30	(reduce PPG by 20%)
30-34	-16.7%	-18.1%	102	31	(reduce PPG by 20%)
35-39	-19.7%	-20.8%	84	25	(reduce PPG by 20%)
40-54	-25.1%	-28.6%	209	63	(reduce PPG by 20%)
55+	-19.3%	-19.8%	38	11	(reduce PPG by 20%)
First Gen	-3.1%	-7.1%	74	22	(reduce PPG by 20%)
Foster Youth	-6.7%	-6.8%	7	2	(reduce PPG by 20%)

*Projected number of students to reduce gaps accounts for a 2% margin of error for metrics using PPG, and accounts for reducing P.I. index gap from .80 by the set target % reduction.

Table 2. Disproportionate Impact (Student Equity Achievement Data 2017/18) and 2019-22 Goals, continued

	Proportionality Index (<.80 = D.I.) 2016-17		Number of additional students needed to eliminate DI (.8 or higher)	Number of additional students needed to REDUCE gap (by 10%)	Goals for Disproportionately Impacted Student Population
Transfer to a four-year institution					**2019-2022**
Gender: Male	0.77		55	6	(reduce P.I. by 10%)
American Indian/Alaska Native	0.22		6	1	(reduce P.I. by 10%)

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	Proportionality Index (<.80 = D.I.) 2016-17		Number of additional students needed to eliminate DI (.8 or higher)	Number of additional students needed to REDUCE gap (by 10%)	Goals for Disproportionately Impacted Student Population
Black/African American	0.73		11	2	(reduce P.I. by 10%)
Ethnicity: Unknown/Not reported	0.19		42	5	(reduce P.I. by 10%)
30-34	0.56		47	5	(reduce P.I. by 10%)
35-39	0.39		60	6	(reduce P.I. by 10%)
40-54	0.23		194	20	(reduce P.I. by 10%)
55+	0.14		43	5	(reduce P.I. by 10%)

*Projected number of students to reduce gaps accounts for a 2% margin of error for metrics using PPG, and accounts for reducing P.I. index gap from .80 by the set target % reduction.

Table 3. Disproportionate Impact (Student Equity Achievement Data 2017/18) and 2019-22 Goals, continued

	Percentage Point Gap Reference Group: Overall 2017-18	Percentage Point Gap Reference Group: Selected vs. Other 2017-18	Number of additional students needed to eliminate gap	Number of additional students needed to REDUCE gap (by 30%)	Goals for Disproportionately Impacted Student Population
Completion of transfer level Math and English					**2019-2022**
Gender: Male	***	-3.1%	21	6	(reduce PPG by 30%)
Black/African -American	-8.4%	-8.9%	12	4	(reduce PPG by 30%)
Latinx	***	-3.1%	19	6	(reduce PPG by 30%)

	Percentage Point Gap Reference Group: Overall 2017-18	Percentage Point Gap Reference Group: Selected vs. Other 2017-18	Number of additional students needed to eliminate gap	Number of additional students needed to REDUCE gap (by 30%)	Goals for Disproportionately Impacted Student Population
20-24	-10.9%	-12.7%	42	12	(reduce PPG by 30%)
25-29	-13.1%	-13.7%	16	5	(reduce PPG by 30%)
30-34	-13.1%	-13.4%	8	2	(reduce PPG by 30%)
35-39	-9.0%	-9.1%	3	1	(reduce PPG by 30%)
40-54	-11.3%	-11.7%	10	3	(reduce PPG by 30%)
55+	-13.1%	-13.2%	4	1	(reduce PPG by 30%)
LGBT	-7.6%	-7.8%	5	2	(reduce PPG by 30%)
First Gen	-3.4%	-5.3%	17	5	(reduce PPG by 30%)
Veteran	-8.3%	-8.4%	3	1	(reduce PPG by 30%)
Foster Youth	-8.4%	-8.5%	3	1	(reduce PPG by 30%)
Disabled	-7.9%	-8.4%	14	3	(reduce PPG by 30%)

*Projected number of students to reduce gaps accounts for a 2% margin of error for metrics using PPG, and accounts for reducing P.I. index gap from .80 by the set target % reduction.

Table 4. Disproportionate Impact (Student Equity Achievement Data 2017/18) and 2019-22 Goals, continued

	Proportionality Index (<.80 = D.I.) 2017-18		Number of additional students needed to eliminate DI (.8 or higher)	Number of additional students needed to REDUCE gap (by 20%)	Goals for Disproportionately Impacted Student Population
Completion: Attained Vision Goal CO approved credit certificate, associate degree					**2019-2022**
Male	0.74		75	15	(reduce P.I. by 20%)
American Indian/Alaska Native	0.52		3	1	(reduce P.I. by 20%)
Black or African American	0.58		25	5	(reduce P.I. by 20%)
Hawaiian Pacific Islander	0.48		3	1	(reduce P.I. by 20%)
Ethnicity: Masked	0.18		42	9	(reduce P.I. by 20%)
30-34	0.56		40	8	(reduce P.I. by 20%)
35-39	0.31		63	13	(reduce P.I. by 20%)
40-54	0.28		150	30	(reduce P.I. by 20%)
55 and older	0.33		27	6	(reduce P.I. by 20%)
LGBT	0.79		1	1	(reduce P.I. by 20%)

*Projected number of students to reduce gaps accounts for a 2% margin of error for metrics using PPG, and accounts for reducing P.I. index gap from .80 by the set target % reduction.

Assessment of Progress Made

The projects that have had a demonstrable impact on student completion and equity are changes in the math and English placement processes and course sequences. Prior analyses on the math placement changes showed that 71 percent of all placement test takers using the new, disjunctive model placed into transfer-level statistics compared to 15 percent in the traditional placement model in Fall 2016. In the Calculus Pathway 71 percent of students placed into degree applicable or transfer level compared to 37 percent in the traditional placement model (Research Brief #131, College of the Canyons). Disaggregating placement by ethnicity indicated a closing of the gap in transfer-level placement between ethnicity groups in 2016 (vs. 2015). In the Statistics Pathway, 66% of Latinx/Hispanic students and 60% of African-American/Black students placed into transfer level respectively, compared to the 71% overall rate. Both of the rates are higher than the 80% threshold indicating no disproportionate impact. In the Calculus Pathway, the disjunctive model increased the placement rate into transfer level courses for both Latinx/Hispanic and African-American/Black students, but did not eliminate disproportionate impact.

For English the College saw an increase in the percentage of students placing into transfer level with changes they implemented in fall 2015 though the changes are not quite as dramatic as math. The placement into transfer-level nearly doubled in fall 2015 with 28 percent of test takers placing into transfer level in 2015 compared to 16% in 2012 (Research Brief #114, College of the Canyons).

While the levels of developmental coursework required dropped for all groups, there were significant differences between groups when placements are disaggregated by ethnicity.

For Native American, Asian, Filipino, White, and Other students, the percentage of students placing directly into transfer level English in 2015 exceeded the overall rate for this placement, with transfer-level placements more than 10% higher than the overall rate for most of these groups (overall transfer placement = 28% while transfer placements for these groups ranged from 36-52%).

For African American and Latino students, the percentage of students placing directly into transfer level English was lower than the overall rate for this placement, with 15% of African American students and 20% of Latino students placing directly into transfer level English and an overall transfer placement rate of 28%. This gap is similar to the gap between transfer level English placements for these groups in 2012 (8% for African American students and 10% for Latino students, with an overall transfer placement rate of 16%). The percentages of both groups placing directly into transfer level English in 2015 is approximately double the number of transfer level English placements for these groups in 2012, which is consistent with the overall trends for all ethnic groups when 2015 transfer level English placements are compared to 2012.

African American and Latino students placed into the level that requires one developmental course before transfer English eligibility at rates slightly higher than the overall group. African

American and Latino students placed into this level at a rate of 72% respectively, while 65% of students overall placed into this level. The change in placements at this level for these two groups increased substantially between 2012 and 2015, increasing by 44 percentage points for African American students (from 28% to 72%) and by 37 percentage points for Latino students (from 35% to 72%).

With the elimination of ENGL-071 and ENGL-081 effective Fall 2015, all students benefitted with dramatic changes for placing two and three levels below transfer. Students were not given the option to place three levels below transfer in 2015 (29% of African American students and 19% of Latino students placed at this level in 2012), and the percentage of students placed two levels below transfer was small in 2015, ranging from 13% of African American students to 4% of White students placing at this level in 2015 compared to rates of 35% for African American students and 24% for white students placing two levels below transfer in 2012. Although all students benefitted in the two-three levels below transfer placements, placements are still disproportionately impacted for Transfer level placement. It should be noted that the English department will be implementing a new disjunctive placement model effective for students taking the placement test in Spring 2018.

While the changes noted here were positive, a recent analysis showed that the disproportionate impact for completion of transfer-level math and English in the first year has increased for Black/African-American students (see chart below). More targeted efforts aimed at reducing and eliminating disproportionate impact gaps are needed as the College moves forward.
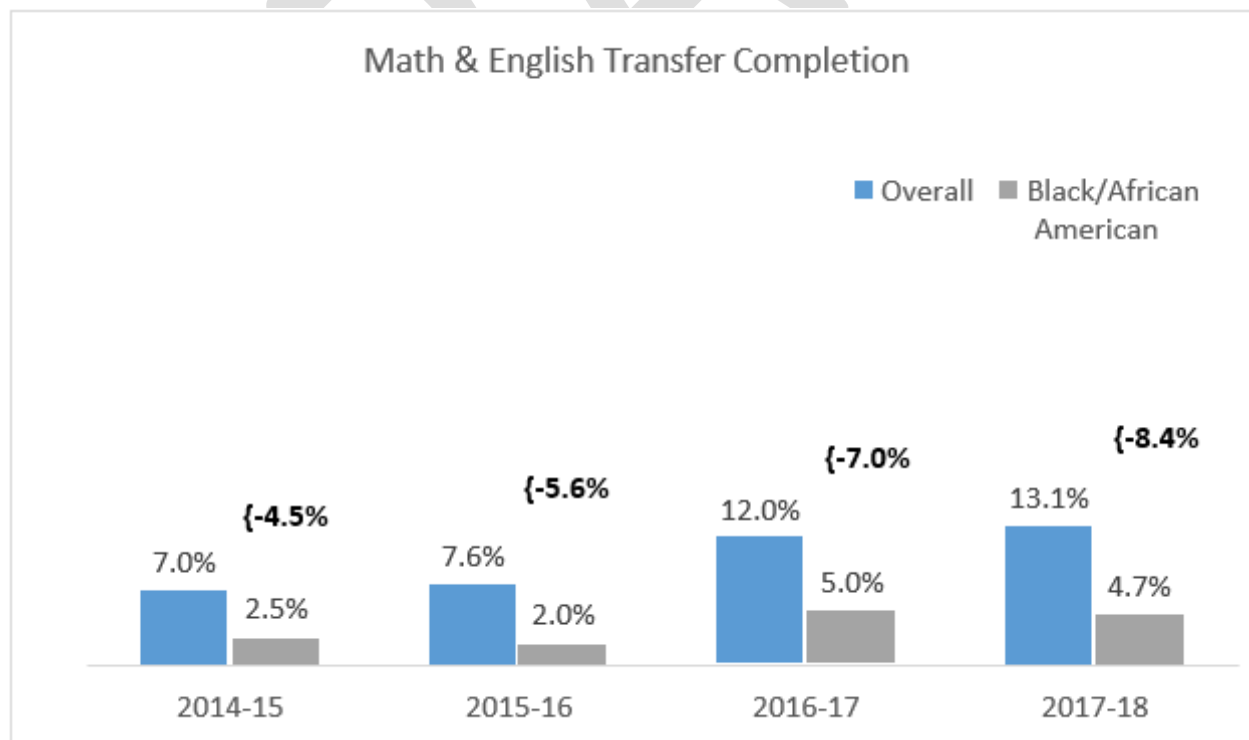

Figure 1. Equity Gap for Black/African-American Students – Math & English Transfer Completion

Activities to Achieve Equity Goals & Resources Budgeted

Current draft budget is in tentative budget build as of 4.4.19. If any existing, funded activities come in under budget for 2018-19, funds will be diverted to new activities identified through the Student Equity Achievement writing team and constituent review process undertaken in Spring 2019 (shown in Table 2). Student equity plan activities are listed below along with notation of 2018-19 student equity funding (year five) along with remaining 2017-18 student equity carryforward (year four):

Title	Amount
CalWorks	$17,238.81
Discipline Specific Travel/PD	$15,000.00
Distance Learning Success	$71,929.50
Diverse Hiring	$16,309.33
DSPS	$5,000.00
EOPS	$68,893.81
Equity Clerical Support	$20,000.99
Foster Youth	$10,550.00
(IE)[2]	$92,507.12
Inmate Education	$4,000.00
Library/Diverse Speaker	$44,112.66
MESA/STEM	$38,344.18
Fringe	$55,443.85
Research Analysis & Support	$143,849.51
Student Completion Outreach	$301,524.08
Student Health	$69,763.97
Student Success Plans, Coord.	$82,080.15
Supporting Student Success, Math	$6,298.72
The Learning Center (TLC), Equity Projects	$191,157.75
Veterans, Principles of Excellence	$250,714.71
2017-18 Carryforward	$151,866
2018-19 Total	$1,504,719

Past Student Equity Funding

Prior Student Equity funding for 2015, 2016, 2017, and 2018 (draft) are detailed below:

Student Equity Expenditures, by Year					
Object Code	Categories	2014-15	2015-16	2016-17	2017-18
1000	Academic Salaries	$226,853	$723,052	$263,092	$429,208

Student Equity Expenditures, by Year					
Object Code	Categories	2014-15	2015-16	2016-17	2017-18
2000	Classified & Other Nonacademic Salaries	$358,176	$440,675	$441,541	$656,030
3000	Employee Benefits	$124,827	$296,634	$260,626	$378,401
4000	Supplies & Materials	$7,915	$8,476		$10,481
5000	Other Operating Expenses and Services	$63,969	$167,627	$52,243	$59,417
6000	Capital Outlay		$25,685		$460
7000	Other Outgo	$7,950	$27,565		$38,238
	Allocation	$628,768	$1,359,414	$1,360,970	$1,352,853
	Reallocation	$160,922	$223,000 $107,300		
	Total Spent	$789,690	$1,689,714	$1,360,970	1,572,235

Newly identified plans and existing efforts include but are not limited to:

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Successful Enrollment	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 20%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Community outreach to local sites (e.g., faith- based organizations). **Existing Activities to Close DI Gaps:** • Increase counseling

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
			services in EOPS, homeless and foster youth, and first year promise students. • Training specifically for counseling services for DI populations. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.
Retention: Fall to Spring	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 30%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Launch Starfish as an early alert retention strategy, and research use to target DI populations. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Leverage the benefits of Student Employment on campus. • Ensure access to services in the

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
			evening. • Explore African-American Studies courses (sociology, history) **Existing Activities to Close DI Gaps:** Reaching out personally to students who are in academic difficulty. • Ongoing support for students in academic difficulty throughout the semester. • CETL culturally-relevant teaching course • Disseminate training for the College on equity & retention. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom. • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor • Services and support for Veterans

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Transfer to a four-year institution	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 10%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Targeting Majors where there is a high representation of African-American/Black students (e.g. Communications, Kinesiology). For example HUB on- the-go and going where students are. • Increase support for embedded counseling in meta-majors. **Existing Activities to Close DI Gaps:** • Provide buses to bring students to 4- year outreach events. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
			in and out of the classroom. • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor Services and support for Veterans.
Completion of transfer-level Math and English	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 30%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. **Existing Activities to Close DI Gaps:** • Continue training for the College on Equity (such as AB705 impact). • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 20%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Targeting Majors where there is a high representation of African-American/Black students (e.g. Communications, Kinesiology). For example HUB on- the-go and going where students are. • Increase support for embedded counseling in meta-majors. **Existing Activities to Close DI Gaps:** • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
			• Services and support for Veterans • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.

District Contact Information

Contact information for the District's two student equity coordinators is listed below:

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Executive Summary Link

All required Executive Summary information for the student equity plan, along with extensive information and resources from the (IE)[2] committee and integrated plan is available on the College of the Canyons SEA Plan webpage.

Appendix: Supporting Disproportionate Impact Data and Goals

	PPG Ref: Overall 2017-18	PPG Ref: Selected vs. Other 2017-18	Number of additional students needed to eliminate gap (within 2% of overall/other rate)	Current	Goal
Access: Successful Enrollment					
Black/African American, Male	-5.2%	-5.4%	52	695	747
White, Male	-2.1%	-2.5%	32	2987	3019
Black/African American, Female	-9.7%	-10.2%	162	819	981
Some other Race, Female	-17.0%	-17.1%	23	52	75
Foster Youth, Male	-6.9%	-7.0%	11	97	108
Foster Youth, Female	-11.6%	-11.7%	45	183	228
Veteran, Female	-10.9%	-10.9%	14	63	77
Retention: Fall to Spring					
American Indian or Alaska Native, Male	-16.7%	-16.7%	6	19	25
Black/African American, Male	-16.5%	-17.0%	87	273	360
Black/African American, Female	-4.6%	-4.7%	12	274	286
Hispanic/Latinx, Male	-3.4%	-4.5%	115	2862	2977
White, Male	-5.3%	-6.4%	151	2001	2152
Some Other Race, Male	-21.5%	-22.0%	82	170	252
Some Other Race, Female	-14.4%	-14.4%	13	53	66
Foster Youth, Male	-22.3%	-16.8%	14	44	58

	Proportionality Index 2016-17 (< .80 = D.I.)		Number of additional students needed to eliminate D.I. (.8 or higher)	Current	Goal
Transfer to a four-year institution					
American Indian or Alaska Native, Male	0.17		4	1	5
American Indian or Alaska Native, Female	0.37		1	1	2
Black/African American, Male	0.60		13	39	52
Hispanic/Latinx, Male	0.70		59	370	429
Some Other Race, Male	0.11		37	6	43
Some Other Race, Female	0.39		5	5	10

	PPG Ref: Overall 2017-18	PPG Ref: Selected vs. Other 2017-18	Number of additional students needed to eliminate gap (within 2% of overall/other rate)	Current	Goal
Completion of transfer-level Math and English					
Black/African American, Male	-9.5%	-9.8%	9	4	13
Black/African American, Female	-8.4%	-8.9%	4	5	9
Hispanic/Latinx, Male	-3.3%	-4.7%	18	81	99
LGBT, Female	-6.1%	-7.8%	3	3	6
First Gen, Male	-4.7%	-5.8%	22	51	73
Veteran, Male	-10.1%	-10.3%	3	1	4

	PPG Ref: Overall 2017-18	PPG Ref: Selected vs. Other 2017-18	Number of additional students needed to eliminate gap (within 2% of overall/other rate)	Current	Goal
Disabled, Male	-10.3%	-8.9%	6	4	10
Disabled, Female	-7.1%	-7.2%	4	5	9
Economically Disadvantaged, Male	-4.9%	-3.8%	14	82	96

	Proportionality Index 2016-17 (< .80 = D.I.)		Number of additional students needed to eliminate D.I. (.8 or higher)	Current	Goal
Completion: Attained Vision Goal *CO approved credit certificate, associate degree*					
American Indian or Alaska Native, Male	0.22		3	1	4
Black/African American, Male	0.44		24	29	53
Black/African American, Female	0.7		5	33	38
Hispanic/Latinx, Male	0.69		52	309	361
Native Hawaiian or other Pacific Islander, Male	0.77		0	3	3
Native Hawaiian or other Pacific Islander, Female	0		2	0	2
Some Other Race, Male	0.1		36	5	41
Some Other Race, Female	0.55		3	7	10

	Proportionality Index 2016-17 (< .80 = D.I.)		Number of additional students needed to eliminate D.I. (.8 or higher)	Current	Goal
LGBT, Male	0.73		1	11	12
Foster Youth, Male	0.58		2	6	8

*Projected number of students to reduce gaps accounts for a 2% margin of error for metrics using PPG, and targets for P.I. index gap of at least .80

*Projected number ended up being provided in NOVA