

SE Enrollment and Program Balancing Racial Equity Impact Analysis

Spotlight on Black and
Native American Students





If...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student



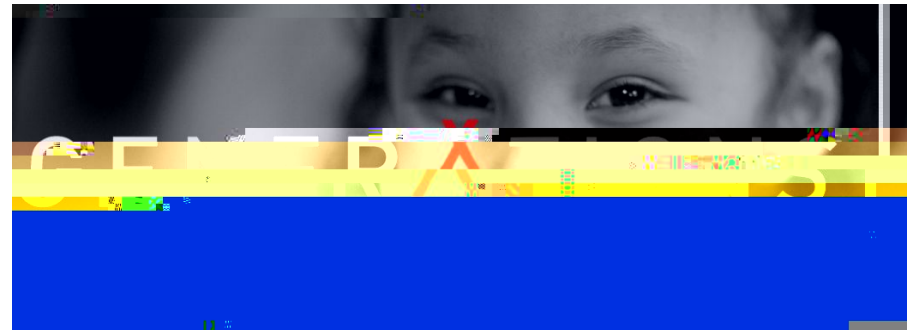
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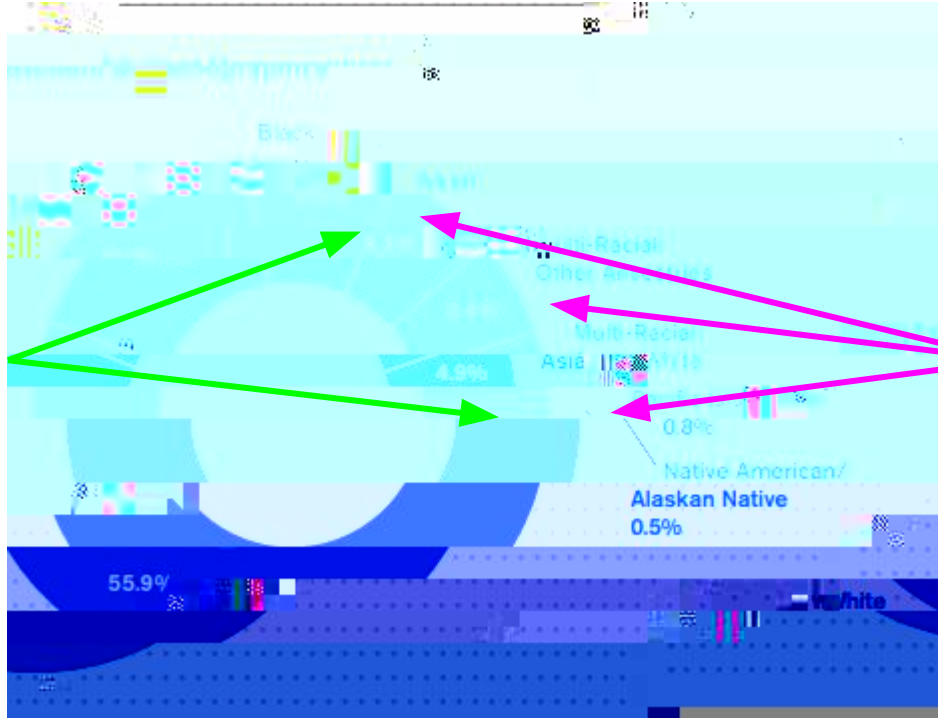


Housing Projects
completed/underway
The **Generations Project**
Nesika Illahee
Mamook Tokatee
Hayu Tilixam



42 multi-generational apartments in Marysville boundary

When measured by single-race only, Black and Native American students make up **about 9%** of PPS enrollment



When students with multiple racial and ethnic identities are included, **about 16%** of PPS students identify as Black and/or Native American

Ten SEGC Phase 2 schools have concentrations of Black and Native American students above the district average-see next slide for details

Black and Native American enrollment, including multi-racial students, in all SEGC Phase 2 programs ranges from 1-42%. Click here for a [list of all SEGC Phase 2 programs](#)

Across all schools, Native students have fewer racial peers and are more isolated than most other racial and ethnic groups, including Black students





School	Program	Black (Single Race)	Native (Single Race)	Latinx with Black or Native	Multiple with Black or Native	Total Black or Native	Total Black or Native Percent
Wynona Middle	3Zb aUnxannX'<xn` xNk	125	5	ã	àÝ	ÜäÜ	BYö
Ozjft	3Zb aUnxannX'<xn` xNk	40	7	Ü	Ýã	ãá	



School enrollment below minimum targets: Limits opportunity to access a broad range of instructional programs, including electives

Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS

Single-strand K-5 neighborhood program: Limits opportunities for professional development, mixing up cohorts from year to year, and may lead to lower outcomes for underserved students

Bridger neighborhood, Lent neighborhood

Overcrowding is a concern at *Bridger*, impacting space for small group work and other student supports



Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.

Students need stable interpersonal connections to be successful. It takes time to build





Representation is important – students and families should have access to staff and teachers who look like them and share their language.

Desire to have both ethnic representation in staff along with access in extension programs like dual language. I personally have had to choose between language and culture and it is a terrible compromise to have to make.





Marysville, Whitman, Woodmere, Vestal, Lane and





Harrison Park neighborhood grades 6-8 and Bridger neighborhood programs would have significantly smaller cohorts of Black and Native students in both proposals

The overall rate of students who qualify for free meals may go down at some schools, but the impact on Title I resources cannot be predicted at this time

Culturally specific resources, including partner programs, will continue and follow students to new schools

There will be space to expand early learning opportunities: Lent and Marysville in 2022, and potentially more schools in additional years

