



CCSD59 EQUITY PRESENTATION

Presented January 24, 2022



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

Equity Presentation

CCSD59 STRATEGIC PLAN

OUR CORE VALUES

CCSD59 COMMITS TO THE FOLLOWING CORE VALUES:

1. WHOLE CHILD
2. GROWTH, OWNERSHIP & CONTINUOUS IMPROVEMENT
3. COMMUNICATION & COLLABORATION
4. DIVERSITY AND EQUITY
5. PARTNERSHIP & STEWARDSHIP



CCSD59 STRATEGIC PLAN

GOAL FOUR: STEWARDSHIP OF RESOURCES

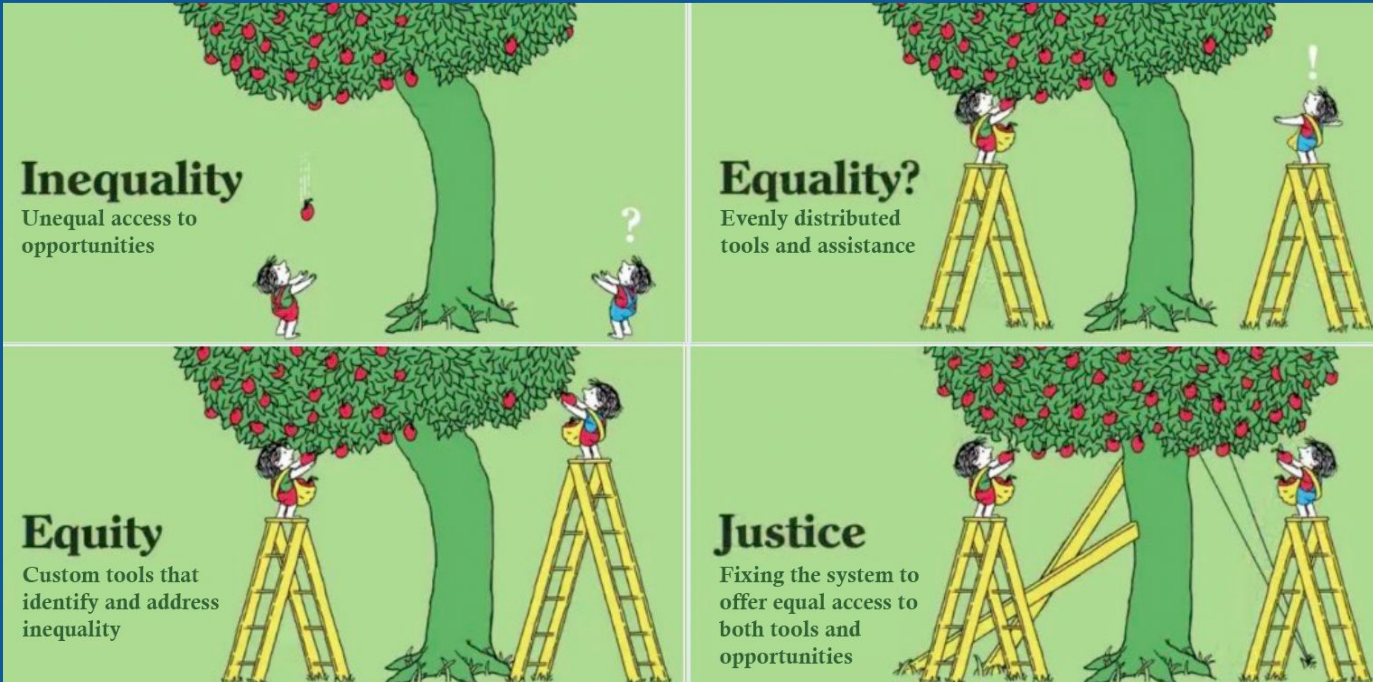
KEY PERFORMANCE INDICATORS: Work to be completed with stakeholder group following board approval.

GOAL STATEMENT: Align human, financial, and physical resources to ensure integrity and equity in resource planning and allocation.

HIGH LEVEL, MULTI-YEAR, ALIGNED STRATEGIES: Equity Across Schools- Ensure all students have equity in access to curriculum, resources, staffing, facility space, schedules and time to best meet their individual needs.



WHAT DOES EQUITY MEAN?



WHY NOW?

- Strategic Plan
- Community Indicators
- ISBE Equity Journey Continuum

DO THE BEST YOU
CAN UNTIL YOU
KNOW BETTER.

THEN WHEN YOU
KNOW BETTER,
DO BETTER.

MAYA ANGELOU



TIMELINE

Fall, 2019	2020- 2021	Summer/Fall 2021	Winter 2022
Strategic Planning Process with CCSD59 Community	Internal Equity Audit RFP for Equity Audit & Approval to DMGroup Approval of Dual Language Program Review	Equity Coalition Formed & Review Conducted DL Program Review Conducted Enrollment & Facility Usage Analysis Conducted	Presentation and Analysis of Results with Board of Education Education Opportunities for Community



EQUITY OPPORTUNITY REVIEW



District
Management
Group



DUAL LANGUAGE PROGRAM EVALUATION



ADELANTE
EDUCATIONAL SPECIALISTS



COMPONENTS OF AUDIT & AREAS OF REVIEW

COMPONENTS:

- Teacher, Administrator and Parent Focus Groups
- Classroom Observations
- Review of district data and curriculum

AREAS OF ANALYSIS:

- Program Structure, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family and Community, Support and Resources



KEY FINDINGS

PROGRAM STRUCTURE

- 80/20 model vision in alignment with best practice
- One-way and two-way programs inequities
- Junior high programming and language allocation
- Building leadership and district leadership collaboration

CURRICULUM

- Quality of mentor texts and culturally relevant material differed in quality and quantity
- Spanish Language Arts Standards specific to Spanish language not noted

INSTRUCTION

- Evidence of teacher professional development regarding linguistic spaces
- Minimal evidence of deeper analysis between the two languages for metalinguistic transfer (bridge anchor charts)
- Phonics taught with fidelity in both languages but in isolation



KEY FINDINGS

ASSESSMENT AND ACCOUNTABILITY

- Formation of the Dual Language Leadership Team
- Lack of clear biliteracy trajectory pathways in both languages for families

STAFF QUALITY AND PROFESSIONAL DEVELOPMENT

- Dedicated and passionate staff
- District-wide collaboration opportunities were not evident
- Teacher reported need for more biliteracy focused training



KEY FINDINGS

FAMILY AND COMMUNITY

- Majority of parents expressed having trustworthy relationship
- Discrepancies in understanding around program with one-way and two-way parents
- Communication regarding events and opportunities for parent involvement
- Communication decreases as student move through program and prepare to transition to junior high

SUPPORT AND RESOURCES

- A clear commitment to continued improvement and support of the program
- Equitable access to resources



RECOMMENDATIONS

- Review and realign vision and goals of dual language program
- Identify ways to consolidate dual language programming in order to effectively use resources, enhance collaboration, and maintain high quality staff
- Restructure elementary daily schedule and junior high student pathway to reflect biliteracy instruction requirements (content and language allocation)
- Align curriculum with state standards that articulates literacy and language development in both Spanish and English through updated scope and sequences



RECOMMENDATIONS

- Review authentic curricular resources in order to meet the pillars of a dual program (biliteracy/biculturalism, academic achievement, sociocultural competence)
- Expand professional development for teachers and administrators around effective dual language instructional strategies
- Plan for district-wide collaboration on a consistent basis
- Increase opportunities for family education in regards to dual language programming



ENROLLMENT & FACILITY UTILIZATION ANALYSIS

Cropper GIS



21-22 LIVE & ATTEND INFORMATION

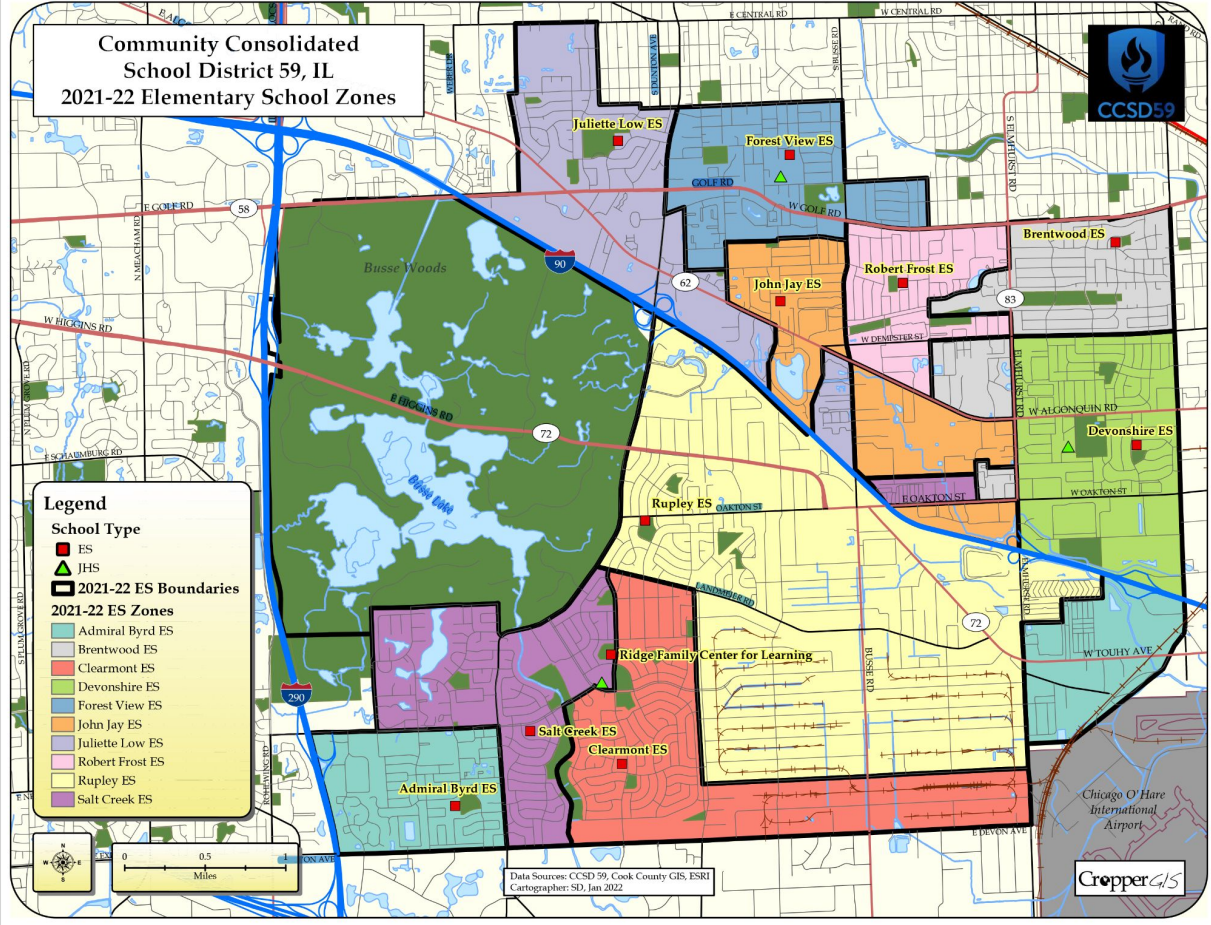
WHERE PK STUDENTS ATTEND

WHERE PK STUDENTS LIVE

		Admiral Byrd ES	Brentwood ES	Clearmont ES	Devonshire ES	Forest View ES	John Jay ES	Juliette Low ES	Robert Frost ES	Rupley ES	Salt Creek ES	Out of District	Unmatched
Early Learning Center	230	16	36	15	33	41	20	22	24	20	5	0	0
Terrace ES	2	1		1									



Community Consolidated School District 59, IL 2021-22 Elementary School Zones



Legend

School Type

- ES
- JHS

2021-22 ES Boundaries

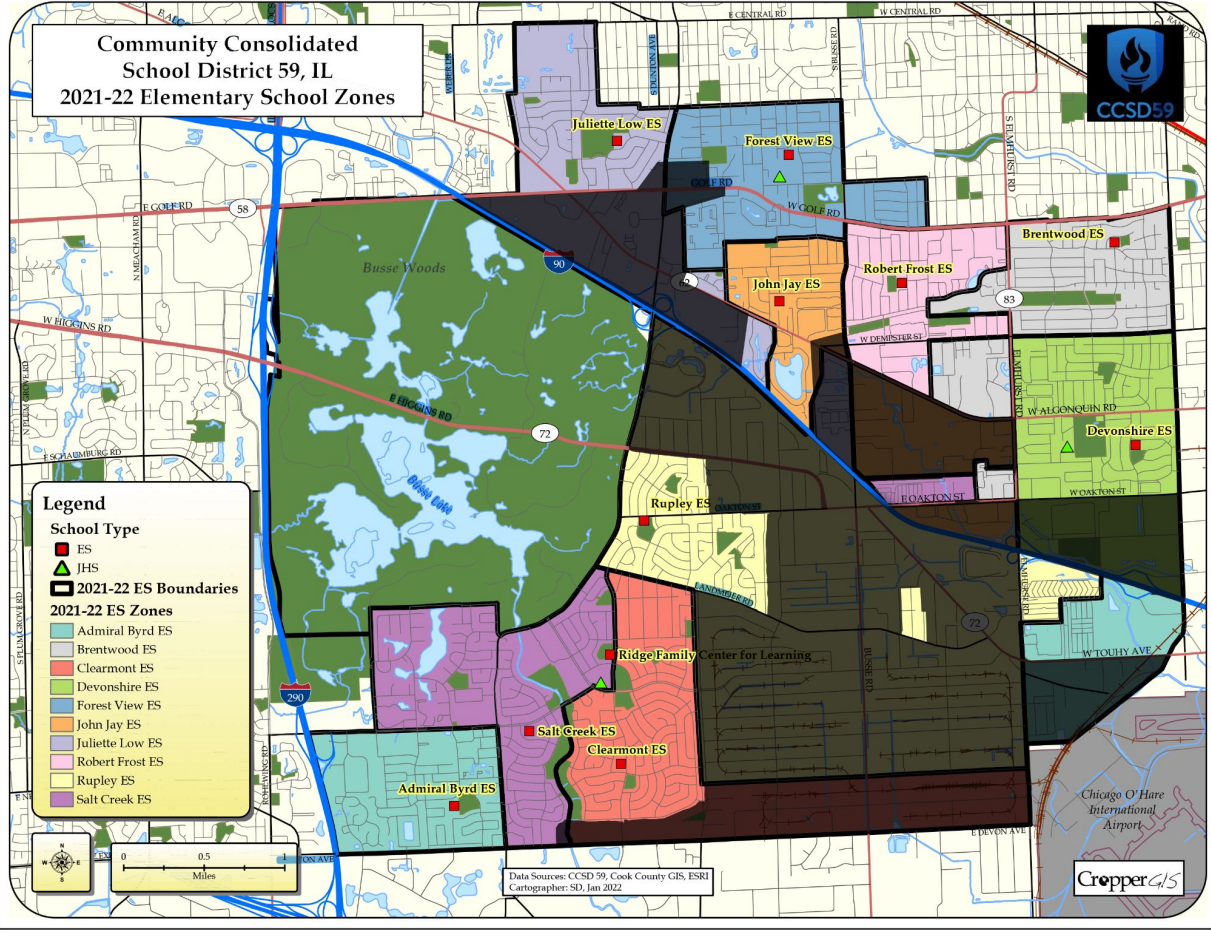
2021-22 ES Zones

- Admiral Byrd ES
- Brentwood ES
- Clearmont ES
- Devonshire ES
- Forest View ES
- John Jay ES
- Juliette Low ES
- Robert Frost ES
- Rupley ES
- Salt Creek ES

Data Source: CCSD 59, Cook County GIS, ESRI
Cartographer: SD, Jan 2022



Community Consolidated School District 59, IL 2021-22 Elementary School Zones



Legend

School Type

- ES
- ▲ JHS
- ▭ 2021-22 ES Boundaries

2021-22 ES Zones

- Admiral Byrd ES
- Brentwood ES
- Clearmont ES
- Devonshire ES
- Forest View ES
- John Jay ES
- Juliette Low ES
- Robert Frost ES
- Rupley ES
- Salt Creek ES

Data Source: CCSD 59, Cook County GIS, ESRI
Cartographer: SD, Jan 2022



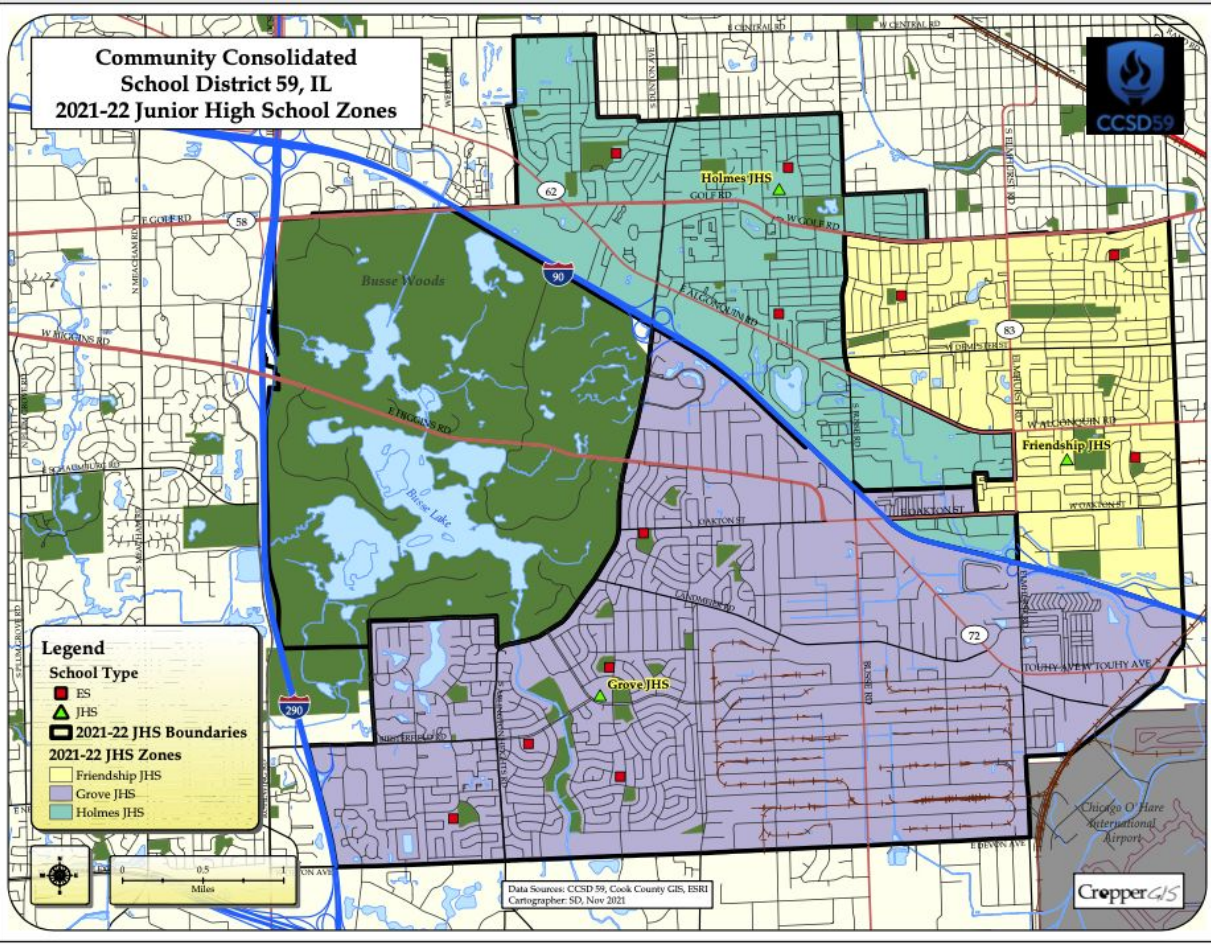
WHERE K-5 STUDENTS LIVE

WHERE K-5 STUDENTS ATTEND

		Admiral Byrd ES	Brentwood ES	Clearmont ES	Devonshire ES	Forest View ES	John Jay ES	Juliette Low ES	Robert Frost ES	Rupley ES	Salt Creek ES	Out of District	Unmatched	Live Out, Attend In (K-5)
		367	482	318	396	336	282	288	329	342	470	7	2	634
Admiral Byrd ES	317	296		17						2	2			21
Brentwood ES	429		424		1	2				1	1			5
Clearmont ES	406	22	20	249	25	5	7	12	12	22	30	2		157
Devonshire ES	334		1		332			1						2
Forest View ES	287					283	1		1			2		2
John Jay ES	296		17		11	27	231	1	9					65
Juliette Low ES	281	2		1	4	5	3	261	3	2				20
Robert Frost ES	276				1			2	272			1		4
Rupley ES	320	5	15	3	8	7	7	2	7	257	7	2		63
Salt Creek ES	423	17		16	1			1	1	9	378			45
Ridge ES	250	25	5	32	13	7	33	8	24	49	52	2		250
Live In, Attend Out (K-5)	627	71	58	69	64	53	51	27	57	85	92			



**Community Consolidated
School District 59, IL
2021-22 Junior High School Zones**



Legend

School Type

- ES
- ▲ JHS

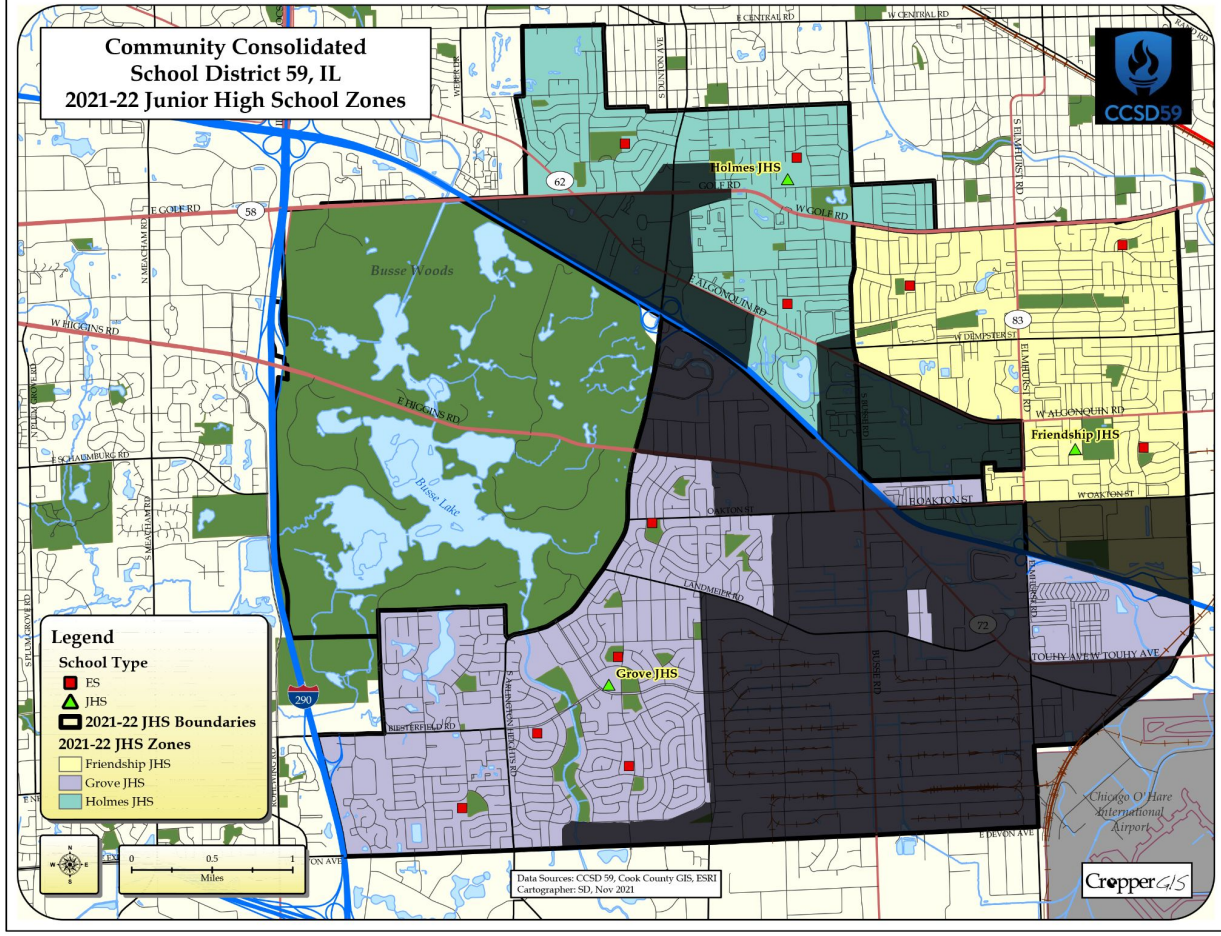
2021-22 JHS Boundaries

- Friendship JHS
- Grove JHS
- Holmes JHS

Data Sources: CCSD 59, Cook County GIS, ESRI
Cartographer: SD, Nov 2021



Community Consolidated
School District 59, IL
2021-22 Junior High School Zones



Legend

- ES
- ▲ JHS
- 2021-22 JHS Boundaries
- Friendship JHS
- Grove JHS
- Holmes JHS

Data Sources: CCSD 59, Cook County GIS, ESRI
Cartographer: SD, Nov 2021



WHERE 6-8 STUDENTS ATTEND

WHERE 6-8 STUDENTS LIVE

		Friendship JHS	Grove JHS	Holmes JHS	Out of District	Unmatched	Live Out, Attend In (6-8)
		611	873	466	3		46
Friendship JHS	618	598	14	5	1		20
Grove JHS	883	13	859	11			24
Holmes JHS	452			450	2		2
Live In, Attend Out (6-8)	43	13	14	16			



21-22 ELEMENTARY ENROLLMENT AND UTILIZATION

Elementary School	2021-22 Capacity	2021-22 Enrollment and Utilization								2021-22 Enrolled Live-Attend				
		KG	01	02	03	04	05	Total Enrolled	Enrolled Utilization	Live-In*	Live and Attend-In	Live-Out and Attend-In	Out of District	Unmatched
Admiral Byrd ES	438	45	55	51	50	60	56	317	72%	367	296	21		
Brentwood ES	492	72	75	69	73	68	72	429	87%	482	424	5		
Clearmont ES	497	59	82	74	59	82	50	406	82%	318	249	157	2	
Devonshire ES	467	41	52	51	57	65	68	334	72%	396	332	2		
Forest View ES	516	42	61	43	40	54	47	287	56%	336	283	2		2
John Jay ES	423	48	56	50	45	46	51	296	70%	282	231	65		
Juliette Low ES	688	40	49	38	49	37	68	281	41%	288	261	20		
Ridge ES	422	47	44	39	41	41	38	250	59%	NA	NA	NA	2	
Robert Frost ES	497	46	41	49	53	44	43	276	56%	329	272	4	1	
Rupley ES	540	48	53	50	56	54	59	320	59%	342	257	63	2	
Salt Creek ES	673	74	69	66	77	63	74	423	63%	470	378	45		
Total	5,653	562	637	580	600	614	626	3,619	64%	3,610	2,983	384	7	2

Counts based on 10/1/2021 CCSD59 Student Database

*Does not include students enrolled in out of district specialty schools

**Rounding can lead to total percentage of under 100



21-22 ELEMENTARY DEMOGRAPHICS

Elementary School	2021-22 Enrollment by Race and Ethnicity**							2021-22 Lunch Code**			M.L. and Special Ed**	
	American Indian or AK Native	Asian	Black	Hispanic / Latino	Native Hawaiian or Other PI	White	Multi-Racial	Paid	Reduced	Free	Multi-Lingual	Special Ed
Admiral Byrd ES	2%	2%	2%	71%	0%	22%	2%	36%	2%	62%	61%	11%
Brentwood ES	1%	24%	8%	34%	0%	30%	4%	50%	2%	47%	53%	9%
Clearmont ES	0%	2%	2%	14%	0%	78%	3%	61%	2%	37%	48%	9%
Devonshire ES	2%	16%	4%	30%	0%	45%	3%	51%	3%	46%	43%	10%
Forest View ES	1%	33%	10%	14%	0%	38%	4%	68%	1%	31%	33%	8%
John Jay ES	1%	7%	6%	69%	0%	11%	6%	34%	2%	64%	63%	11%
Juliette Low ES	1%	9%	2%	53%	0%	33%	2%	42%	3%	55%	57%	18%
Ridge ES	0%	24%	2%	14%	0%	57%	3%	71%	1%	28%	28%	9%
Robert Frost ES	0%	8%	7%	46%	0%	35%	4%	43%	1%	56%	56%	12%
Rupley ES	7%	7%	2%	55%	0%	27%	3%	36%	5%	59%	66%	31%
Salt Creek ES	2%	2%	1%	52%	0%	40%	3%	44%	2%	54%	52%	13%
Total	2%	12%	4%	41%	0%	39%	3%	49%	2%	49%	51%	13%



21-22 JH ENROLLMENT AND UTILIZATION

Junior High School	2021-22 Capacity	2021-22 Enrollment and Utilization					2021-22 Enrolled Live-Attend				
		06	07	08	Total Enrolled	Enrolled Utilization	Live-In*	Live and Attend-In	Live-Out and Attend-In	Out of District	Unmatched
Friendship JHS	813	194	202	222	618	76%	611	598	20	1	
Grove JHS	930	263	293	327	883	95%	873	859	24		
Holmes JHS	692	122	158	172	452	65%	466	450	2	2	
Total	2,435	579	653	721	1,953	80%	1,950	1,907	46	3	0

Counts based on 10/1/2021 CCSD59 Student Database

*Does not include students enrolled in out of district specialty schools

**Rounding can lead to total percentage of under 100



21-22 JH DEMOGRAPHICS

Junior High School	2021-22 Enrollment by Race and Ethnicity**							2021-22 Lunch Code**			M.L. and Special Ed**	
	American Indian or AK Native	Asian	Black	Hispanic / Latino	Native Hawaiian or Other PI	White	Multi-Racial	Paid	Reduced	Free	Multi-Lingual	Special Ed
Friendship JHS	2%	17%	5%	32%	0%	41%	2%	50%	4%	45%	30%	11%
Grove JHS	1%	4%	2%	52%	0%	40%	2%	47%	5%	48%	35%	9%
Holmes JHS	4%	13%	6%	46%	0%	30%	2%	44%	4%	53%	37%	9%
Total	2%	10%	4%	44%	0%	38%	2%	47%	4%	48%	34%	10%

Counts based on 10/1/2021 CCSD59 Student Database

*Does not include students enrolled in out of district specialty schools

**Rounding can lead to total percentage of under 100



CCSD 59 - All ES	
Total Enrollment (K-5th)	3,619
Out of District	72
Unmatched	2
Total Live-In (K-5th)	3,610
Live and Attend In	2,983
Live Out, Attend In	384
Live In, Attend Out	627



Community Consolidated School District 59, IL 2021-22 Elementary Student Density

Data Sources: CCSD 59, Cook County GIS, ESRI
Cartographer: SD, Jan 2022

Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.

Legend

School Type

- ES
- JHS

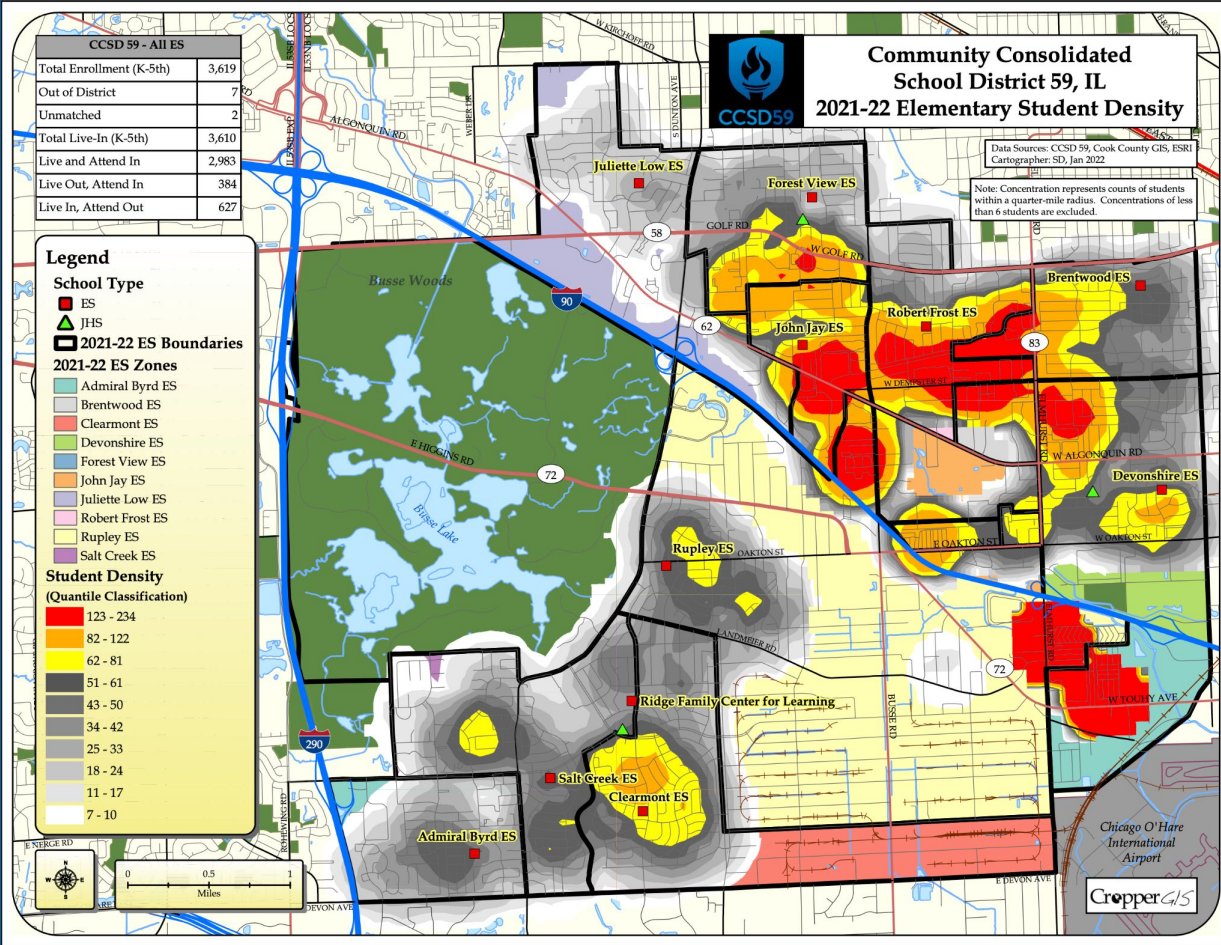
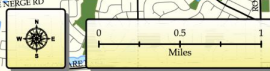
2021-22 ES Boundaries

2021-22 ES Zones

- Admiral Byrd ES
- Brentwood ES
- Clearmont ES
- Devonshire ES
- Forest View ES
- John Jay ES
- Juliette Low ES
- Robert Frost ES
- Rupley ES
- Salt Creek ES

Student Density (Quantile Classification)

- 123 - 234
- 82 - 122
- 62 - 81
- 51 - 61
- 43 - 50
- 34 - 42
- 25 - 33
- 18 - 24
- 11 - 17
- 7 - 10



CCSD 59 - All JHS	
Total Enrollment (6-8th)	1,953
Out of District	3
Unmatched	0
Total Live-In (6-8th)	1,950
Live and Attend In	1,907
Live Out, Attend In	46
Live In, Attend Out	43



Community Consolidated School District 59, IL 2021-22 Junior High Student Density

Data Sources: CCSD 59, Cook County GIS, ESRI
Cartographer: SD, Jan 2022

Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.

Legend

School Type

- ES (Red square)
- JHS (Green triangle)

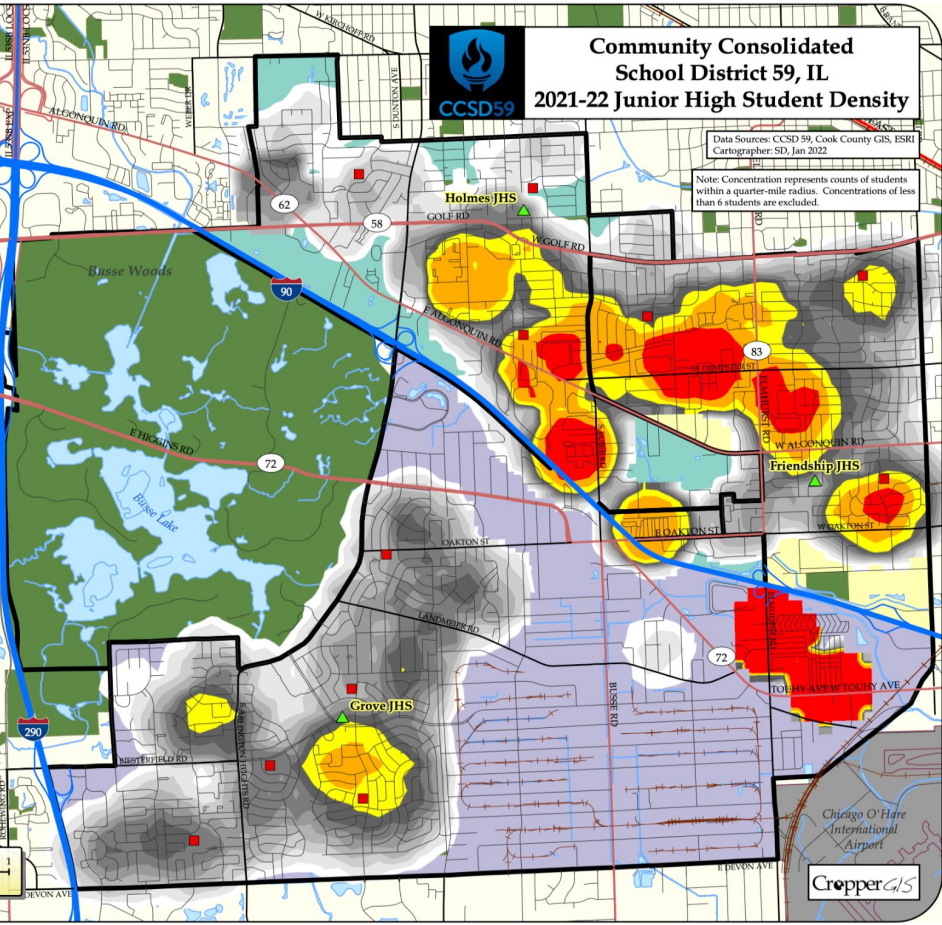
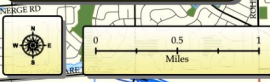
2021-22 JHS Boundaries

2021-22 JHS Zones

- Friendship JHS (Yellow)
- Grove JHS (Purple)
- Holmes JHS (Teal)

Student Density (Quantile Classification)

- 66 - 197 (Red)
- 49 - 65 (Orange)
- 37 - 48 (Yellow)
- 31 - 36 (Light Yellow)
- 26 - 30 (Light Green)
- 22 - 25 (Light Blue)
- 17 - 21 (Light Purple)
- 13 - 16 (Light Gray)
- 9 - 12 (Light Blue-Gray)
- 7 - 8 (White)



BOARD POLICY GUIDANCE

Board Policy	Current	PRESS Update
<p>7:30</p> <p>Student Assignment & Intra-District Transfer</p>	<p>Attendance Areas</p> <p>The School District is divided into school attendance areas. The Superintendent shall review the boundary lines annually and recommend any changes to the Board of Education. A map of the District showing current school attendance areas shall be maintained by the Superintendent.</p> <p>Students living in a given school attendance area shall attend that school. <i>The Superintendent shall establish administrative procedures for approval of parental requests for student(s) to transfer to another school within the District.</i> Students who are granted a transfer within the District shall be responsible for their own transportation.</p> <p>Homeless children shall be assigned according to Board Policy 7:60.</p>	<p>Attendance Areas</p> <p>The School District is divided into school attendance areas. The Superintendent will:</p> <ol style="list-style-type: none"> 1. Review the boundary lines annually and recommend to the School Board any changes or revisions for existing units; or 2. Create new units using a lens that considers preventing segregation and the elimination of separating students in the District's schools because of color, race, or nationality. <p>The Superintendent or designee shall maintain a map of the District showing current school attendance areas. All records pertaining to the creation, alteration, or revision of attendance units are open to the public. Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to policy 6:140, Education of Homeless Children</p>
<p>Policy Link</p>	<p><u>7:30 Student Assignment & Intra-District Transfer</u></p> <p><u>4.150 Facility Management & Building Programs</u></p>	<p><u>7:30 Student Assignment & Intra-District Transfer (PRESS Draft)</u></p> <p><u>4:150 Facility Management & Building Programs (PRESS Draft - Footnotes only change)</u></p>



BOUNDARY & PROGRAMMING HISTORY

YEAR DEPLOYED	TYPE (Boundary or Programming)	ACTIONS	YEAR DEPLOYED	TYPE (Boundary or Programming)	ACTIONS
1988-89	Boundary	Adjusted boundaries to shift a set multi-family housing from John Jay to Juliette Low and to begin to provide Multilingual programming at Juliette Low	2006-07	Programming	Early Childhood classrooms established @ Brentwood
1990-91	Boundary	Adjusted boundaries to shift the area bordered on the north by Landmeier; west by Arlington Heights Rd; South by Elk Grove Blvd; & east by Ridge Ave from Clearmont to Salt Creek	2006-07	Programming	Multilingual 2-Way Dual Language Spanish Program Established @ Salt Creek
1991-92	Programming	2 special education classes from Holmes were move to Friendship	2010-11	Construction	Classroom additions completed @ Juliette Low
1992-93	Programming	Ridge Multilingual (Bilingual Spanish) program closed with students attending boundary school full time	2011-12	Construction	Room additions completed @ Ridge (classroom & gym) & Rupley (classrooms & multi-purpose)
1995-96	Programming & Construction	LICA (Low Incident Cooperative Agreement) Elementary Hearing Impaired Program Shifted out of Forest View to Brentwood, with the K-5 moving out of D59 the following year & Classroom additions completed @ Grove	2012-13	Construction	Classroom additions completed @ Frost
1998-99	Programming	The Board of Education approved the structure for Ridge Family Center for Learning	2013-14	Boundary	Return the 400 Touhy students to Grove Jr. High from Friendship Jr. High beginning with the 6th graders
2000-01	Programming & Construction	Site changes for Multilingual student: K-5 Frost ESL students return to Frost, K-5 Bilingual Spanish from Byrd & Clearmont attendance areas attend Byrd, K-5 Bilingual Spanish from Salt Creek & Rupley attend Salt Creek, Grove Cluster K-5 ESL students to attend Clearmont & an Classroom additions completed @ Friendship	2014-15	Programming	Multilingual Return to "Home School" Plan Implemented (DL & ESL) students to attend boundary school (Except DL students from FV & ESL from Byrd)
2001-02	Programming	Ridge Family Center for Learning & Early Childhood District Program Open at Ridge	2014-15	Programming	Consolidation of Multilingual Dual Language Polish Program @ Clearmont
2002-03	Programming	Learning Opportunity Program (LOP) Established @ Forest View	2015-16	Programming	Early Learning Center opens (EC classrooms at Ridge, Juliette Low, & John Jay are closed)
2003-04	Programming	Cross-Categorical Instructional Program (CCIP) Established @ Friendship	2015-16	Programming	Full Day Kindergarten Expanded to ALL Sites
2004-05	Programming	LOP Program Established at Juliette Low for Multilingual Students (Monolingual Students remain @ Forest View)	2015-16	Programming	LOP Program Consolidated @ Juliette Low
2004-05	Programming	Early Childhood classrooms established @ Forest View	2016-17	Programming	Multilingual 2-Way DL Spanish expanded to Juliette Low & John Jay
2005-06	Programming	LICA Jr. High Hearing Impaired Program shifted out of Holmes Jr. High & D59	2017-18	Programming & Construction	4 year old, District Supported, Early Childhood program established at Ridge (Closed at end of year)
2006-07	Boundary	Shift 400 Touhy students from Grove Jr. High to Friendship Jr. High starting with 6th graders	<i>Information outlined in this document is based on research of historical documents, Board minutes, and communications and not fully reflect boundary, programming, and/or construction actions that have occurred.</i>		





DISCUSSION



NEXT STEPS & TIMELINE:

- Educate & Engage
- Change Process
- Go Slow to Go Fast

