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I. Introduction

What is AIM?
The Assessment of Inclusivity and Multiculturalism (AIM) is a comprehensive instrument used to evaluate diversity, multiculturalism, equity and justice. Developed by the National Association for Independent Schools (NAIS) in 2008, AIM is the gold standard for measuring inclusivity and multiculturalism for independent schools.

AIM has two components: (1) Online Climate Survey and (2) School Self Assessment. They vary in their design, structure and purpose.

Behind AIM is the belief that diversity, equity and inclusion (DEI) are not intangible goods, but rather, the basis for structured processes, quantitative metrics and concrete goal setting.

There are two foundational ideas to AIM’s approach to measuring DEI.

1. **AIM measures satisfaction with Inclusivity and Multiculturalism (I/M).** The definitions of these terms can be found in Appendix A.

2. **AIM is reverse engineered from the NAIS Principles of Good Practice for Equity and Justice.** Those principles are listed in Appendix B.

AIM can help schools identify the following:
- Current levels of I/M across all constituencies
- Areas of strength and improvement
- Actions needed
Why AIM?
AIM was conducted during the 2019–20 and 2020–21 school years as part of a larger strategic planning process addressing DEI. The initiative was neither the beginning nor end but rather one instrument among many that continued the work of previous DEI practitioners while concurrently addressing ongoing deficiencies.

AIM is not La Jolla Country Day School’s first foray into examining and addressing DEI. It continues a rich history of initiatives, policies and efforts at the individual and institutional levels. An abridged history of these actions can be found in the 2019-20 Self-Study Report (e.g. pgs. 56-57).

The Self-Study Report identified DEI work as a top priority for optimizing the student learning experience (pg. 42) as well as one of the overall key institutional strategic priorities for the 2020-2025 WASC accreditation cycle (pg. 136).

AIM Task Force Charge
The task force was charged with the following:
1. Design and execute a process to interpret and analyze the AIM Online Climate Survey
2. Publish outcomes of the process for the LJCDS community

The task force’s role is best understood in the context of its sister body, the DEI Strategic Vision Committee. Both groups were formed simultaneously. The task force had a singular focus of executing AIM; its job to determine what could be concluded from the survey and develop recommendations. The Task Force had no authority to implement any recommendations from the AIM process. Instead, those recommendations were passed on to the DEI Strategic Vision Committee. The Strategic Vision Committee’s role is to consider action items for the school based on the outcomes of AIM, in conjunction with other DEI-related data points (e.g., Listening Sessions, annual survey, Self Study Report, Board of Trustees Committee on Diversity, Equity & Inclusion, etc.) and work with school leaders to execute items accordingly.

Task #1—Design & Execute Climate Survey Analysis
The task force’s first charge was to design and execute the process for analyzing and interpreting the Online Climate Survey. Details of the methodology are discussed in Section 3, but, in general, the methods were informed by best practices established in the AIM User’s Manual and AIM Guide to Understanding & Evaluating Your AIM Results. Details included the number of people involved, logistical guidelines and basic timelines. The most significant of these practices was the use of discovery committees. A discovery committee is a dialogue-based endeavor to maximize constituent participation. It was the core feature of the task force’s approach.

NAIS recommends discovery committees review various aspects of school life from a DEI perspective (e.g., governance, admissions, parent involvement, etc.). However, in our model,
discovery committees focused on analyzing and interpreting the Online Climate Survey. For example, the school assembled a group of 8-10 parents (known as the Parent Discovery Committee) to analyze the parent results of the AIM Survey. This substantive change was motivated by four factors.

1. The Online Climate Survey results are binned by constituencies (e.g., students, faculty, administrators, etc.). This makes it very easy to analyze results on a constituent basis.

2. We believe constituents are best able to speak for themselves. While AIM is reverse engineered so that schools can determine how they are doing and what actions they can take, its interpretation is not without subjectivity. Gathering a diverse group of constituents (e.g., students) to analyze their own data (rather than members of the Task Force in isolation) allowed constituents to speak from the “I” perspective, honored the wisdom gained from direct experience, leveraged the expertise of community members and broadened the analysis lens.

3. The standard model was determined to be redundant. Months before AIM, the school completed an initiative known as the Listening Sessions. These sessions were coordinated by DEI consultant Jarik Conrad and achieved many of the same goals as the standard discovery committee model, namely bringing large groups of various constituents together to explore multiple aspects of school life from a DEI perspective.

4. The Self-Assessment is meant to be tailored to the unique needs of each individual school. When schools use the standard model without intention, “it may or may not shed particular light on the responses to the climate survey.” (Understanding your AIM Results, pg. 13). We wanted a process where all of the discussions in the discovery committees shed light on the climate survey.

**Task #2—Publish Report**

The second charge of the task force was to publish and disseminate the outcomes of the process. In publishing this report, there were three guiding principles:

- **Transparency**—The report should clearly convey to the reader the process, motivation and identification of those involved. This transparency is critical to establishing the legitimacy of our findings and recommendations. Additionally, this report is not exhaustive. Much of the data was NOT analyzed and/or could have been analyzed in alternative ways. Therefore, the purpose of transparency is also to guide future practitioners who may want to revisit this data.

- **Plain language**—Every aspect of this report is written in easy to understand, everyday language. We attempted to avoid technical jargon to maximize the transparency of our findings.
• **Brevity**—In every iteration of this report, our first question was, “How can we make this clear and concise?”

Central to the design of this report was the audience. The task force identified three key stakeholder groups:

• **Current Decision Makers**—This report’s core premise is that a distilled list of key recommendations from each constituent group and the rationale for those recommendations will serve as an effective guide for future decision-makers.

• **Survey Participants**—This document is published to honor the 1,000 plus survey participants who contributed to this process.

• **Future DEI Practitioners**—The documented process and outcomes represent the culmination of two years of work led by dozens of individuals. This report is published so that this knowledge is not limited to the institutional memory of a handful of individuals.
II. Methodology

In April 2019, the diversity advocates, senior leadership team members and DEI consultant Jarik Conrad met to discuss launching the NAIS Assessment of Inclusivity & Multiculturalism (AIM) survey to the La Jolla Country Day School community during the 2019–2020 school year. The members also met virtually with staff from NAIS to discuss the process.

The NAIS Assessment of Inclusivity & Multiculturalism (AIM) survey was launched in October 2019 to students in Grades 4–12 (Grades 4–6 received an age-appropriate survey), trustees, administrators, faculty/teachers, staff, parents/guardians and alumni.

AIM best practices set a target participation range of 10-25% for each constituent. LJCDS participation rates were as follows:

<table>
<thead>
<tr>
<th>Constituent</th>
<th>Number Invited</th>
<th>Number Completed</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>692</td>
<td>625</td>
<td>90%</td>
</tr>
<tr>
<td>Trustee</td>
<td>23</td>
<td>18</td>
<td>78%</td>
</tr>
<tr>
<td>Administrator</td>
<td>19</td>
<td>17</td>
<td>89%</td>
</tr>
<tr>
<td>Faculty/Teacher</td>
<td>159</td>
<td>107</td>
<td>67%</td>
</tr>
<tr>
<td>Staff</td>
<td>57</td>
<td>25</td>
<td>44%</td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>1641</td>
<td>254</td>
<td>15%</td>
</tr>
<tr>
<td>Alumnus/a</td>
<td>767</td>
<td>37</td>
<td>5%</td>
</tr>
</tbody>
</table>

The AIM Committee received the AIM survey results from NAIS in November 2019. The following information was provided:

- Younger Students Open-Ended Response Report
- Younger Student Climate Survey Summary Review
- Open-Ended Response Report
- Cross-Tab Report
- AIM Climate Survey Summary Review

The AIM Committee formed two working groups:

- **DEI Strategic Vision Committee**: The DEI Strategic Vision Committee’s role is to review the recommendations from the AIM report, in conjunction with other DEI-related
initiatives (e.g., Listening Sessions, annual survey, Self Study Report, Board of Trustees Committee on Diversity, Equity & Inclusion, etc.) and take action accordingly. **AIM Strategic Vision Committee Members:** Colleen O’Boyle, assistant head of school for academics (chair); Cindy Bravo, director of visual and performing arts; Robin Stewart, Upper School humanities faculty, Upper School inclusivity coordinator; Dan Norland, Upper School history and social science educator; Tiffany Truong, director of marketing and communications; and Hadley Zeavin, director of service-learning and experiential education.

- **AIM Task Force:** This group was charged with coordinating the Online Climate Survey, creating and implementing the Discovery Committee protocol, establishing the AIM Discovery Committee timeline, conducting the Discovery Committees discussions/meetings and writing the AIM Report. The Task Force had no authority to implement any recommendations from the AIM process. **AIM Task Force Members:** Chris Uyeda, Upper School science educator (chair); Jennifer Turner, director of the heads office and board relations; Marsha Poh, Lower School dean of faculty and students; Geordie Mitchell, assistant head of school for enrollment management. *Mitchell joined in August 2020; original members joined in August 2019.*

**AIM Survey—Analysis Protocol**
The AIM Task Force designed a protocol for Discovery Committee members to analyze the AIM Online Climate Survey results. The purpose of the protocol was to identify (1) how the school is or is not supporting a culture of inclusion and multiculturalism (I/M) and (2) what actions can be taken to improve satisfaction with I/M.

The protocol required Discovery Committee members to review the following documents:

1. **NAIS Driver Analysis**
The Driver Analysis identifies those questions on the Online Climate Survey that most strongly “drive” satisfaction with I/M for each constituent. These questions were identified by NAIS after analyzing 38,000 climate surveys from 66 AIM schools.

For each of these questions, NAIS provides a school-specific score that can fall into one of three categories:

- **Healthy Score**—a mean score of 4.0 and higher indicates issues on which our school is doing comparatively well but where programs and initiatives should be continued or expanded to provide support.

- **Priority Score**—a mean score from 3.50 to 3.99 indicates issues that are not considered immediately critical but need improvement and should be addressed in future plans and initiatives.
High Priority Concern—a mean score of 3.49 and lower indicates issues that should be addressed as soon as possible.

For ease of interpretation, the AIM Task Force color-coded the Driver Analysis based on our school-specific scores. The results is a one- to two-page document that efficiently summarizes (1) the key questions that drive improvements with I/M and (2) how our school performed in these key areas.

2. NAIS—Open-Ended Questions
   To maintain anonymity, the committee redacted portions of open-ended responses that identified individuals with the exception of comments that included Head of School Gary Krahn, Ph.D.

3. NAIS—Cross-Tab Report
   The report is a tabulation of every constituent response for every question on the survey.

Discovery Committees
NAIS recommended Discovery Committees (DC) consist of 8-10 members from each constituency group. Discovery Committee member selection was based on a broad cross-representation of the LJCDS community. Details for how members for each DC were selected can be found in Appendix C.

Discovery Committees met May-December 2020. DCs were guided through the AIM Survey Analysis Protocol which consisted of the following three parts. The process typically took four hours to complete and was spread over one week.

Due to the COVID-19 pandemic, the analysis protocol was redesigned to accommodate Discovery Committee members working remotely. The redesigned protocol included two asynchronous components and one synchronous component. Links to protocol templates below.

Part 1 (Asynchronous, 30 min)
Part 2 (Asynchronous, 1.5 hrs)
Part 3 (Synchronous, 1.5 hrs)

Discovery Committee Members received an email with the Findings and Recommendations and were given an opportunity to make edits. Discovery Committee members were also asked to complete a Discovery Committee Follow-Up Survey. Survey was sent to 63 individuals and 20 responded. Results were overwhelmingly positive.
III. Summary of Findings and Recommendations

During the conversations with the various constituent groups, common themes emerged in the following areas:

1. Belief in the importance of diversity and inclusion at LJCDS
2. A lack of trust and the need for better communication
3. The need for intentionality with regard to DEI across all aspects of the school
4. Accountability with measurable goals
5. The importance of supporting students/families of varying socioeconomic status

Recommendations followed from the various groups for how the school could move forward in each of these areas. A sampling of those recommendations are listed below. Many of these recommendations could fall under more than one heading, but in the interest of brevity, each recommendation was only listed once. The parentheses indicate which constituency authored the recommendation.

That said, the recommendations listed below are not comprehensive and these themes are less valuable than the individual finding and recommendations listed by constituency. This is because constituents have unique needs and varying perspectives when it comes to I/M. As such, readers are advised to consult the full list of findings and recommendations in Section IV.

1. **Demonstrate a belief in the importance of diversity and inclusion**
   a. (Trustees) Clarify the DEI statement and communicate measurable goals and outcomes for progress.
   b. (US Students, MS Students) Continue to create opportunities for students (and adults) to learn about others and celebrate differences.
   c. (Trustees) The board DEI committee should provide education for the trustees, and the board should dedicate time to address DEI initiatives in board and committee meetings.
   d. (Parents/Guardians) Educators, administrators and the board of trustees should have ongoing training on implicit bias. These efforts should be reassessed and modified to ensure progress is being made.
   e. (Trustees) Create an annual budget for DEI initiatives and ensure there is a sufficient amount of money allocated to support the recommendations and needs of the school.
   f. (Staff) Hire a DEI director.

2. **Build trust and improve communication**
   a. (Staff) To improve communication, non-teaching staff members need to meet consistently with their respective leaders to explain decision-making, problem solve, train, address concerns and engage in team-building exercises.
Additionally, leadership should meet individually with staff members twice a year (midway and end of year) to build trust.

b. (Staff) Create and utilize uniform evaluation tools that allow supervisors to provide feedback to team members and vice versa. Evaluation needs to be objective, provide clear expectations, recognize strengths and outline steps needed for improvement.

c. (Alumni) The school should create a board of alumni to focus on outreach, solicit feedback, address concerns and share ideas.

3. Develop intentionality with regard to DEI across all aspects of the school, including hiring, curriculum, allocation of resources

a. (Administrators) Implement and prioritize a hiring process that is reflective of recruiting, attracting and retaining diversity amongst our faculty, staff, campus leadership and board of trustees
   i. (Faculty) Set diversity targets for faculty, administration and board membership.
   ii. (Parents/Guardians) Hiring committees should incorporate a diversity statement in which candidates can outline their commitment to diversity, equity and inclusion.
   iii. (Parents/Guardians) Expand recruiting efforts to widen applicant pool (e.g., diversity recruiting organizations)
   iv. (Parents/Guardians) Incorporate unconscious bias training into the hiring process

b. (Parents/Guardians) Increase efforts to retain diverse faculty and administrators

c. (Parents/Guardians) Create a board search committee that can identify exceptional board candidates in the community who can offer perspectives that may be of value to a diverse school population.

d. (Administrators) Fund, engage and execute an age 3 through Grade 12 audit of curricula to reflect the diversity, equity and inclusion in our teaching and learning experiences.

e. (Alumni) Integrate inclusivity and multiculturalism across the curriculum, not just in one class, department, assembly or event.

4. Create measurable goals and use them for accountability

a. (Parents/Guardians) Report on and hold the board accountable to targets for board composition

b. (Trustees) The board should create specific and measurable goals for the administration to track the progress made on diversity and multicultural initiatives with a strong process of evaluation and support to ensure success.

c. (Trustees) The school should make recruiting and retaining a diverse faculty and administration a key priority. This work should be measurable and adequately funded.
5. **Focus and awareness on the needs and experience of students from a broad range of socioeconomic backgrounds**
   a. (Parents/Guardians) Continue to support and expand a robust financial aid program and continued aid for other programs, such as before/aftercare and extracurricular programs.
   b. (Alumni) Support students before, during and after the college application process.
IV. Presentation of Findings & Recommendations

The following section presents the key findings and recommendations for each constituent group. Findings and recommendations are specific to each constituent. For example, the staff’s recommendations represent what the staff believes will improve satisfaction with I/M for staff. Findings and recommendations are presented in the following order:

Chapter 1: Younger Students (Grades 4–6)
Chapter 2: Middle School Students (Grades 7–8)
Chapter 3: Upper School Students (Grades 9–12)
Chapter 4: Trustees
Chapter 5: Administrators
Chapter 6: Faculty
Chapter 7: Staff
Chapter 8: Parents/Guardians
Chapter 9: Alumni
Chapter 1: Younger Students (Grades 4–6)

Findings & Recommendations

Members (alphabetical by last name):


Educators: Indigo Dow, Meghan Edwards, Conor Foley, Payton Hobbs, Kristy Johnson

Note: Due to the young age of this constituent, the Younger Students Discovery Committee uniquely contained both educators and students. This allowed the committee to leverage the wisdom of adult leaders while concurrently recognizing the value of the student’s voice. Adult educators were charged with identifying the key findings (students were not involved in this process because of the data analysis required). However, both groups provided recommendations. As such, the table below provides suggested recommendations from both the student and educator perspectives.

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| Teasing of others generally focuses on ability (both academic and athletic) and appearance. Young students report they are teased more than they tease others. | **Students Recommend:**
| | More teachers need to be present during snack/lunch/recess. |
| | Teachers should continue to encourage students to report teasing and help students learn techniques to stick up for one another when they see teasing. |
| | Students need to understand one another and take ownership of their actions when teasing others. | **Educators Recommend:**
| | Literature and character education lessons should focus on “teasing” related to differences in appearance and ability. Faculty should report this type of teasing to leadership as a ‘high potential to harm’ behavior. |
| | Educators should offer students more autonomy, build a culture where they can resolve conflicts on their own and set up a system of peer mediation. |

AIM YSS Summary Review - Attitudes Toward Teasing and Narrative Statements
While young students recognize LJCDS is a good place to learn and have a good sense of belonging, they believe that many students do not feel included.

AIM YSS Summary Review - Young Students Overall Attitudes and Narrative Statements

**Students Recommend:**
Class rosters should mix students each year, so new friendships can be formed.

Teachers should talk to students about inclusion and introduce a variety of activities that “have meaning or purpose to people who feel left out.”

Students should invite one another to participate in activities or join in the conversation. For instance, students could reach out to a student on the buddy bench on the Lower School playground.

**Educators Recommend:**
The school should consider activities (e.g., follow-up survey, class discussions, assembly time, etc.) to better understand where and why students feel excluded.

Middle School administrators need to provide more activities for students that do not involve sports.

The school should provide more experiences between grade levels (e.g., field trips, outdoor ed, etc.) to promote inclusion.

Young students prefer not to be divided into groups along gender lines, and equity between boys and girls is an area that needs to be further explored.

AIM YSS Summary Review - Young Students Overall Attitudes and Narrative Statements

**Students Recommend:**
Teachers should not divide classes into girls and boys.

PE should not separate classes into boys and girls so everyone has the opportunity to play all the same games and sports.

**Educators Recommend:**
Educators should reconsider how we form student groupings in the lower grades.

References:
Younger Student Climate Survey Summary Review
Younger Student Survey - Open-Ended Responses (no redactions necessary)
### Chapter 2: Middle School Students (Grades 7–8)  
**Key Findings & Recommendations**

**Members (alphabetical by last name):** Siri B. ’26, Ayla D. ’25, Yina L. ’26, Nicholas M. ’27, Iliana V. ’25

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students believe there are opportunities to experience multiculturalism throughout the year, but it needs to be better integrated into every aspect of school.</td>
<td>Provide more opportunities for students to engage with speakers, music, or plays from cultures around the world and link those to classes students are taking.</td>
</tr>
<tr>
<td><strong>Driver Analysis Section 1: Taking Action on Diversity and Multiculturalism</strong></td>
<td>We should have more opportunities to learn about people’s individual cultures and experiences within their culture. This could be done in Community Dialogue or during advisory blocks.</td>
</tr>
<tr>
<td>School leaders don’t seem to be approachable to students to make suggestions.</td>
<td>Both school leaders and students could listen to each other and not be so quick to shut down something a teacher or student says. They need to give one another the benefit of the doubt.</td>
</tr>
<tr>
<td>Students feel that we should have more room for change, and the faculty should be more open to hearing different suggestions and taking them into account.</td>
<td>The school needs to solicit feedback and then make appropriate changes based on what is learned.</td>
</tr>
<tr>
<td><strong>Driver Analysis Section 2: Staff and Faculty Demonstrate Respect</strong></td>
<td></td>
</tr>
<tr>
<td>Students think they can be accepted at school, but when they can’t fit in, teachers aren’t paying as much attention as they should.</td>
<td>It’s important that teachers listen to students’ problems more and pay more attention to students when they seem off.</td>
</tr>
<tr>
<td>Students don’t seem to be able to express themselves as much as they want.</td>
<td>Continue to allow the Middle School Advisory Council to be a space where students can express their opinions and ideas to make the school a better place.</td>
</tr>
<tr>
<td><strong>Driver Analysis Section 4: General Positive Atmosphere</strong></td>
<td></td>
</tr>
</tbody>
</table>
The students believe that teasing and bullying are still happening. It generally involves a students’ appearance or athletic ability.

*Driver Analysis Section 5: Reducing Teasing*

<table>
<thead>
<tr>
<th>Have speakers come to the school from all different walks of life to talk about how diversity positively impacts their professional environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not assume middle schoolers are “too young” to discuss LGBTQ+ issues.</td>
</tr>
<tr>
<td>Expand our units in PE. Students could benefit from learning about a variety of sports and not just popular ones like football.</td>
</tr>
</tbody>
</table>

References:

- Driver Analysis-Students
- Open-Ended Responses-Students
## Key Findings & Recommendations

**Members (alphabetical by last name):** Liam A. ’21, Ricardo C. ’22, Aidan I. ’22, Ashley L. ’21, Susana L. ’23, Roma N. ’22, Grace R. ’22

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, students believe the adults on campus include diversity and multiculturalism into student life, but there is room for improvement in the curriculum.</td>
<td>Hire a third-party/outside organization to review our curriculum from an I/M perspective.</td>
</tr>
<tr>
<td></td>
<td>Ask students for ideas on how to increase I/M across the curriculum.</td>
</tr>
<tr>
<td><strong>Driver Analysis Section 1: Taking Action on Diversity and Multiculturalism</strong></td>
<td></td>
</tr>
<tr>
<td>Students believe adults treat other adults with respect and faculty/staff are less receptive to student voices than other faculty voices.</td>
<td>Have a student ambassador to work with the board of trustees to amplify student voices. This individual would be elected through a democratic process.</td>
</tr>
<tr>
<td>Students do not have access to the board of trustees and may lack familiarity with the board’s work.</td>
<td></td>
</tr>
<tr>
<td><strong>Driver Analysis Section 2: Staff and Faculty Demonstrate Respect</strong></td>
<td></td>
</tr>
<tr>
<td>Students strongly believe that diversity (in both people and curriculum) is important to their educational experience (including socioeconomic diversity).</td>
<td>Continue to recognize, acknowledge and value diversity, especially socioeconomic.</td>
</tr>
<tr>
<td><strong>Driver Analysis Section 3: Diversity Important to Excellence in Education</strong></td>
<td>Make it less taboo to talk about socioeconomic status via discussion and conversation-based activities. Advisory may be an ideal setting to have these intimate conversations.</td>
</tr>
</tbody>
</table>
Overall, students believe there is a positive atmosphere at school. However, they do not feel they can be themselves, and teasing, harassment, and discrimination can still go unaddressed.

**Driver Analysis Section 4: General Positive Atmosphere**

Create an anonymous system for students to report teasing/dignity violations. (e.g., “See Something, Say Something” app).

Students believe that teasing centers around what they can't do well (e.g., appearance, athletics) rather than parts of their identity (e.g., sexual orientation, religion, gender, etc.)

**Driver Analysis Section 5: Reducing Teasing**

The school needs to expand “anti-teasing” education to include appearance/achievements (e.g., intelligence, sports, looks, course load, college acceptance, etc.). These programs should be conversational (not lecture-based) and focus on empathy.

Create a clear statement of behavioral expectations (written in student language) and display in an accessible location (not hidden in a handbook).

Provide teacher training on how to respond to teasing.

References:
- [Driver Analysis-Students](#)
- [Open-Ended Responses-Students](#)
## Chapter 4: Trustees

### Key Findings & Recommendations

**Members (alphabetical by last name):** Yuriko Anton, Scott Cartwright, Lucy Conroy ’90, Russ Holmes, Amy Mischler ’91, Jennifer O’Brien, Micah Parzen, Lorri Sulpizio

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trustees feel the mission statement regarding diversity and multiculturalism is not clear.</td>
<td>The school should clarify the DEI statement and communicate measurable goals and outcomes for progress.</td>
</tr>
<tr>
<td><em>Driver Analysis - 46.2, 46.1</em></td>
<td></td>
</tr>
<tr>
<td>The trustees feel the diversity of the faculty and administration does not reflect the diversity of the student body.</td>
<td>The school should make recruiting and retaining a diverse faculty and administration a key priority. This work should be measurable and adequately funded.</td>
</tr>
<tr>
<td><em>Driver Analysis - 17.23</em></td>
<td></td>
</tr>
<tr>
<td>The trustees feel I/M work is important and recognizes the budget does not adequately support DEI initiatives.</td>
<td>The annual budget should account for DEI initiatives and ensure there is a sufficient amount of money allocated to support the recommendations and needs of the school.</td>
</tr>
<tr>
<td><em>Driver Analysis - 46.4</em></td>
<td></td>
</tr>
<tr>
<td>The trustees feel the board does not hold this school’s administration accountable for diversity and multicultural initiatives.</td>
<td>The board should create specific and measurable goals for the administration to track the progress made on diversity and multicultural initiatives with a strong process of evaluation and support to ensure success.</td>
</tr>
<tr>
<td><em>Driver Analysis - 46.6</em></td>
<td></td>
</tr>
<tr>
<td>The trustees do not dedicate enough time to regularly scheduled sessions on DEI.</td>
<td>The board DEI committee should provide education for the trustees, and the board should dedicate time to address DEI issues in board and committee meetings.</td>
</tr>
<tr>
<td><em>Driver Analysis - 46.3</em></td>
<td></td>
</tr>
</tbody>
</table>

**References:**

[Driver Analysis-Trustees]
[Open-Ended Responses-Trustees]
### Chapter 5: Administrators

**Key Findings & Recommendations**

**Members (alphabetical by last name):** Rafa Eaton, Payton Hobbs, Jennifer June, Gary Krahn, Dan Lenzen, Geordie Mitchell, Brian Murphy, Susie Nordenger, Colleen O’Boyle, Jonathan Shulman

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Finding: Administrators believe a strategic, systematic approach to DEI is missing.</td>
<td>Fund, engage and execute an age 3 through Grade 12 audit of curricula to reflect the diversity, equity and inclusion in our teaching and learning experiences.</td>
</tr>
<tr>
<td>Administrators believe the school is not intentional about embedding, integrating and communicating DEI work happening throughout our curriculum or the school community.</td>
<td>Implement and prioritize a hiring process that is reflective of recruiting, attracting and retaining diversity amongst our faculty, staff, campus leadership and board of trustees.</td>
</tr>
<tr>
<td>Administrators believe the diversity of faculty, campus leaders, board of trustees and parent leaders do not match the diversity of the student body.</td>
<td>Create and implement an organizational structure that connects team members through division and/or department leadership with clearly defined roles for communication.</td>
</tr>
<tr>
<td>Administrators believe trust and communication is lacking between (1) faculty and staff and the board of trustees and (2) faculty and staff and administrators.</td>
<td>Provide opportunities throughout the year for both formal and informal connections with campus leadership at various organizational levels where all faculty and staff have the opportunity to share feedback and ask questions.</td>
</tr>
</tbody>
</table>

**References:**
- Driver Analysis-Administrators, Faculty and Staff
- Open-Ended Responses-Administrators
# Chapter 6: Faculty

## Key Findings & Recommendations

**Members (alphabetical by last name):** Darren Cameron, Lissa Corona, DJ Gay, Samantha Hemphill, Luke Jacob, Jamilah Ryan, Robert Wagner, Renna Wolfe, Hadley Zeavin

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty believes the faculty and administration do not reflect the diversity of the student body, especially at higher leadership levels.</td>
<td>The school should clearly state diversity goals to hiring committees, expand efforts to recruit and retain diverse faculty and administrators, and report progress on hiring practices and demographics to the whole community. Decision-making authority should be given to a person with explicit DEI responsibilities.</td>
</tr>
<tr>
<td><em>Driver Analysis - 17.23</em></td>
<td></td>
</tr>
<tr>
<td>The faculty believes morale is low, in part because there is a lack of effective communication, transparency, and decision-making between faculty and school leaders.</td>
<td>The school needs to increase transparency by including more voices and perspectives on hiring practices, salary and decision making on everything from policy to curriculum. The school should create a process to field questions and gather concerns as well as provide necessary follow up.</td>
</tr>
<tr>
<td><em>Driver Analysis - 20, 26.6</em></td>
<td></td>
</tr>
<tr>
<td>The faculty’s belief that multiculturalism is not being incorporated into all aspects of the curriculum is in conflict with the faculty’s reported satisfaction with the school’s approach to multiculturalism.</td>
<td>The school should devote time and money to advance teachers’ expertise in multiculturalism. Individual departments should complete a curriculum review, identifying areas where multiculturalism can be embedded or expanded. Then the school should launch a schoolwide initiative to integrate multiculturalism into every aspect of the curriculum.</td>
</tr>
<tr>
<td><em>Driver Analysis - 17.12, 27.8</em></td>
<td></td>
</tr>
</tbody>
</table>
An overwhelming majority of the LJCDS community who responded to the survey identify as white and cisgender. Faculty feel not all groups are treated equitably and marginalized groups should be better supported and given a stronger voice.

*Driver Analysis - 17.6, 26.7, 26.9*

The faculty representing diverse identities and groups should be involved in higher levels of decision-making as well as policy-making and policy-evaluation.

The school should increase opportunities for honest communication between faculty and administrators, creating a formal process for faculty to question policies and procedures while engaging in thoughtful dialogue with administrators or the board of trustees.

The school should consider socio-economic differences and their impact on accessibility to school programs.

Faculty feel parent involvement and negative feedback impacts decision making and creates mistrust between faculty and administrators.

*Driver Analysis - 18.4*

The school should create a ‘statement of community standards’ that is a stand-alone section of the enrollment agreement to identify how all members of the community should be treated and to specify the proper lines of communication.

The school should establish a committee to further investigate the relationship between the school and parent body before providing further recommendations.

References:
*Driver Analysis-Administrators, Faculty and Staff*
*Open-Ended Responses-Faculty*
## Chapter 7: Staff

### Key Findings & Recommendations

**Members (alphabetical by last name):** Vanessa Calderon, Connie Cañez, Jan Capon, Damien Fatongia, Gabe Gador, Ashley Marlow, Marium Williams

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff believe faculty and administrators do not reflect the diversity of the student body and the school does not take enough action to improve diversity.</td>
<td>Place minorities into positions of power while diversifying the leadership and faculty at LJCDS. The school should hire a Director of DEI to oversee this process.</td>
</tr>
<tr>
<td><em>Driver Analysis</em> - 17.23, 18.3</td>
<td></td>
</tr>
<tr>
<td>Staff believe morale is low and do not feel the board of trustees and administration create a forum where all opinions are considered, or that they have job security.</td>
<td>Designate a “Fun Committee” to create programming (i.e., Happy Hour, BBQ, holiday parties, etc.) to celebrate community members. Board of Trustee participation is key. Events should vary in format (e.g., large/small groups, on/off-campus, informal/formal settings). Create and utilize uniform evaluation tools that allow supervisors to provide feedback to team members and vice versa. Evaluation needs to be objective, provide clear expectations, recognize strengths and outline steps for improvement.</td>
</tr>
<tr>
<td><em>Driver Analysis</em> - 16.3, 20</td>
<td></td>
</tr>
<tr>
<td>Staff believe communication is ineffective. Staff are not comfortable being open with school leaders and decision-making is not viewed as inclusive.</td>
<td>Staff leaders need to meet consistently with their teams to explain their decision-making, problem solve, train, address concerns, and engage in team-building exercises. Additionally, leadership should meet individually with staff members twice a year (midway and end of year) to build trust. Regarding staff turnover, leadership needs to develop a framework to communicate staff departures that balances the right to privacy for the former employee and the right to transparency for the rest of the community.</td>
</tr>
<tr>
<td><em>Driver Analysis</em> - 20, 26.6, 28.1</td>
<td></td>
</tr>
</tbody>
</table>

References:
- Driver Analysis-Administrators, Faculty and Staff
- Open-Ended Responses-Staff
# Chapter 8: Parents/Guardians

## Key Findings & Recommendations

### Members (alphabetical by last name):

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/guardians believe the Board of Trustees, faculty and administrators do not reflect the diversity of the student body.</td>
<td>The board should create a Committee on Trustees assigned to re-evaluate the board recruitment process with the specific goal of increasing diversity, including the representation of diverse socio-economic candidates. The committee would report on and hold the board accountable to the set diversity target.</td>
</tr>
<tr>
<td><em>Driver Analysis - 17.23, 18.7</em></td>
<td>Hiring committees for administrators and faculty should incorporate a diversity statement in which candidates can outline their commitment to diversity, equity and inclusion. Additionally, unconscious bias training should be provided for individuals serving on the hiring committee.</td>
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<td></td>
<td>The school should expand recruiting efforts to widen the applicant pool (e.g., outreach to diversity education organizations) and increase efforts to retain diverse faculty and administrators.</td>
</tr>
<tr>
<td>Parents/guardians believe there are issues with inclusivity around socioeconomic status (specifically single parents, dual-working parents, and various family structures), race, and ethnicity for both students and parents.</td>
<td>The school should continue to support and expand a robust financial aid program and continued aid for other programs, such as before/aftercare and extracurricular programs. Educators, administrators and the board of trustees should have ongoing training on implicit bias. These efforts should be reassessed and modified to ensure consistent progress. The school should provide an ongoing outlet for BIPOC students and families to give feedback, either anonymously or not.</td>
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<tr>
<td><em>Narrative Statements &amp; Driver Analysis - 19.7</em></td>
<td></td>
</tr>
<tr>
<td>Parents/guardians believe there is a discrepancy between rhetoric and action when it comes to diversity, equity and inclusion.</td>
<td>The school should conduct in-person interviews with BIPOC to hear more about their experiences. The school should create a committee that looks at current initiatives, reflect on their progress, and propose additional work needed. The school needs to clearly communicate a record of incidents and the subsequent response to the community.</td>
</tr>
<tr>
<td><em>Narrative Statements</em></td>
<td></td>
</tr>
<tr>
<td>Parents/guardians believe the qualitative data is revealing concerns that may not be seen in the quantitative data based on the ambiguity in the phrasing of questions, and it is difficult to know if the voices and responses are representative of the larger parent community.</td>
<td>When the new equity, diversity and inclusion position is filled, more work needs to be done to tease apart minority voices from survey data. The school should create a follow-up survey that allows BIPOC and minority voices to be heard. The school should create a follow-up survey to ensure a higher percentage of parent voices are heard across all groups and investigate as to why survey participation is low.</td>
</tr>
<tr>
<td><em>Narrative Statements &amp; Full Driver Analysis</em></td>
<td></td>
</tr>
</tbody>
</table>

References:
[D]river Analysis-Parents/Guardians
[O]pen-Ended Responses-Parents/Guardians
## Chapter 9: Alumni

### Key Findings & Recommendations

**Members (alphabetical by last name):** Megan Arnold '13, Autumn Brown '15, Elizabeth Eigner '15, Kristin Hill '13, Alyssa Jaffe '16, Serena Jarwala '15

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni believe they are not graduating with a strong connection to the school, do not feel their opinions are valued and are not eager to stay involved, as evidenced by low alumni survey responses.</td>
<td>The school should create a board of alumni to focus on outreach, solicit feedback, address concerns, share ideas, and receive criticism.</td>
</tr>
<tr>
<td><em>Driver Analysis</em> - 16.1, 42.4, 42.6, 42.8</td>
<td></td>
</tr>
<tr>
<td>Alumni believe more support is needed for first-generation, minority, and under-resourced students applying to colleges.</td>
<td>The college counseling team needs to support students before, during, and after the application process by: (1) focusing on a larger breadth of post-graduate options, including four-year institutions, community colleges, service opportunities, and more; (2) providing more options for financial aid and scholarships; (3) acknowledging students begin the journey from different places and may need individualized support; (4) highlighting schools that are accessible for all in terms of tuition, academic rigor, and learning resources on college trips.</td>
</tr>
<tr>
<td><em>Driver Analysis</em> - 16.4</td>
<td></td>
</tr>
<tr>
<td>Alumni value diversity in the curriculum but feel age, ability, race, gender, sexual orientation, and socioeconomic status are not adequately addressed.</td>
<td>Inclusivity and multiculturalism must be integrated across the curriculum, not just in one class, department, assembly, or event in a way that is systematic, long term, authentic, and organic.</td>
</tr>
<tr>
<td><em>Driver Analysis</em> - 16.5, 43.1, 43.2, 43.3, 43.5, 43.6, 43.7</td>
<td>The school needs to increase exposure to all different identities by modifying hiring and admissions practices to increase diversity and mandating third-party DEI training for school employees.</td>
</tr>
</tbody>
</table>

**References:**
- [Driver Analysis-Alumni](#)
- [Open-Ended Responses-Alumni](#)
Appendix A
Inclusivity & Multiculturalism Definitions

The following definitions are found in the AIM User’s Manual (pg.4)

**Inclusivity**
Inclusiveness means encompassing all—taking every individual’s experience and identity into account and creating conditions where all feel accepted, safe, empowered, supported, and affirmed. An inclusive school or organization expands its sense of community to include all, cultivating belonging and giving all an equal voice. Inclusivity also promotes and enacts the sharing of power and recognition of interdependence, where authorizing individuals and community members share responsibility for expressing core values and maintaining respect for differences in the spirit of care and cooperation.

**Multiculturalism**
Multiculturalism refers to the presence of many distinctive cultures and the manifestation of cultural components and derivatives (e.g., language, values, religion, race, communication styles, etc.) in a given setting. Multiculturalism promotes the understanding of and respect for cultural differences and celebrates them as a source of community strength. Multiculturalism is also defined as a set of programs, policies, and practices that enable and maximize the benefits of diversity in a school community or organization.
Appendix B

NAIS Principles of Good Practice for Equity and Justice

These principles can be found in the [AIM User’s Manual (pg.5)].

1. The school establishes the foundations for its commitment to equity and justice in its foundational documents (mission, core value, and/or philosophy statements).

2. The school respects, affirms and protects the dignity and worth of each member of its community.

3. The board of trustees and the head of school articulate strategic goals and objectives that promote diversity, inclusion, equity and justice in the life of the school.

4. The school develops meaningful requirements for cross-cultural competency and provides training and support for all members of its community, including the board of trustees, parents, students, and all school personnel.

5. The board of trustees and the head of school keep the school accountable for living its mission by periodically monitoring and assessing school culture and ongoing efforts in admission, hiring, retention, financial aid, and curriculum development.

6. The school works deliberately to ensure that the board of trustees, administration, faculty, staff, and student body reflect the diversity present in the rapidly changing and increasingly diverse school-age population in our country.

7. The head of school ensures that diversity initiatives are coordinated and led by a designated individual who is a member of one of the school leadership teams, with the training, authority, and support needed to influence key areas of policy development, decision-making, budget, and management.

8. The school uses inclusive language in all written, electronic, and oral communication.

9. The school adopts a non-discrimination statement applicable to the administration of all of its programs and policies, in full compliance with local, state, and federal law. That said, the school makes the law the floor, not the ceiling, for establishing itself as a diverse, inclusive, safe, and welcoming community for all students, staff, and families.
Appendix C

Discovery Committee Selection

Younger Students
The Young Students Climate Survey was given to students ages 9-11 years old. Due to the complexity of the survey data, Lower School and Middle School administrators and DEI representatives were invited to participate in a modified Discovery Committee to distill key findings and make recommendations before sharing the key findings with students. Participants were chosen based on their work with students in the age range of survey respondents. The initial email was sent to five educators and five participated.

In addition, based on recommendations from the committee, a small group of students in fourth and fifth grade were invited to participate. Students were selected by the adult members of the Discovery Committee from their respective division based on their interest in DEI topics at school, willingness to participate in virtual conversation, and availability. The students were presented with the key findings and asked for their recommendations. Nine students were invited to participate, and all nine participated. Members are listed alphabetically by last name.

Educators:
1. Indigo Dow, Middle School dean of equity, inclusion & community engagement
2. Meghan Edwards, asst. head of Middle School for academics and global education
3. Conor Foley, Lower School educator and Lower School DEI representative
4. Payton Hobbs, head of Lower School
5. Kristy Johnson, head of Middle School

4th and 5th Grade Student Members:
1. Alvaro A. ’28
2. Maddux B.-S. ’29
3. Geneva C. ’28
4. Sydney C. ’29
5. Jonah I. ’29
6. Sedona L. ’28
7. Amanda M. R. ’29
8. Griffin R. ’29
9. Anya R. ’28

Students - Middle School
The Middle School students received an email and were also selected by the Middle School Dean of Equity, Inclusion & Community Engagement. Respondents completed an online form with their interest. Participants were reviewed to ensure a diverse cross-section of each grade level. Seven students expressed interest and five participated (two canceled due to outside obligations). Members are listed alphabetically by last name.

1. Siri B. ’26
2. Ayla D. ’25
Students - Upper School
The Upper School students constituency groups received an email inviting them to participate on the Upper School student Discovery Committee. The initial email resulted in a low response rate, so the dean of students also sent an email invitation. Respondents completed an online form with their interest. Twelve (12) students responded and seven (7) participated (5 students were unable to complete all components of the protocol due to outside obligations). Participants were reviewed to ensure a diverse cross-section of each grade level. Members are listed alphabetically by last name.

1. Liam A. '21
2. Ricardo C. '22
3. Aidan I. '22
4. Ashley L. '21
5. Susana L. '23
6. Roma N. '22
7. Grace R. '22

Trustees
The board president invited trustees to participate on the Discovery Committee. Respondents completed an online form with their interest. Members are listed alphabetically by last name.

1. Yuriko Anton P’21 ’28
2. Scott Cartwright P’24 ’32
3. Lucy Conroy ’90 P’24 ’25 ’35
4. Russ Holmes
5. Amy Mischler ’91 P’27 ’30
7. Micah Parzen P’26
8. Lorri Sulpizio P’21 ’23 ’26 ’29

Administrators
The administration team received an email inviting them to participate on the administration Discovery Committee. Respondents completed a Google form with their interest. Registered participants were reviewed to ensure a diverse cross-section of each division and department. Members are listed alphabetically by last name.

1. Rafa Eaton, head librarian
2. Payton Hobbs, head of Lower School
3. Jennifer June, chief philanthropy officer
4. Gary Krahn, head of school
5. Dan Lenzen, director of design & innovation
6. Geordie Mitchell, assistant head of school for enrollment management
7. Brian Murphy, director of financial assistance and enrollment management
8. Susie Nordenger, assistant head of school for community engagement
Faculty
An email was sent to faculty/teachers inviting them to participate on the faculty/teacher Discovery Committee. Respondents completed an online form with their interest. Eleven faculty/teachers responded and nine participated (two needed to cancel due to outside obligations). Registered participants were reviewed to ensure a diverse cross-section of each division and department. Members are listed alphabetically by last name.

1. Darren Cameron, Middle and Upper School senior computer science lead
2. Lissa Corona, Middle School art educator
3. DJ Gay, physical education educator; men’s basketball head coach
4. Samantha Hemphill, Grade 4 educator
5. Luke Jacob, educator, college-guidance team & consultant, communications
6. Jamilah Ryan, Middle School mathematics educator, Grades 7 & 8
7. Robert Wagner, Upper and Middle School performing arts educator
8. Renna Wolfe, Upper School science educator
9. Hadley Zeavin, Director of service-learning and experiential education

Membership was also determined by factors outside of our control. For example, multiple faculty members were unable to join the Friday session at the last minute. This included two Lower School educators, which left that demographic underrepresented. We did not reschedule the work of nine people based on two dropouts.

Lastly, one member asked for their name to be removed from the committee because they strongly disagreed with the wording of one finding. That finding had strong support from the committee originally (8 out of 10 members) and committee members voted to keep the language even when they were informed of the possibility of a member removing their name.

Staff
The staff Discovery Committee members were recommended to the committee by their supervisor. Participants were reviewed to ensure a diverse cross-section of each department. Members are listed alphabetically by last name.

1. Vanessa Calderon, general accounting and internal control manager
2. Connie Canez, receptionist
3. Jan Capon, school nurse
4. Damien Fatongia, co-director of college counseling
5. Gabriel Gador, interim director of technology
6. Ashley Marlow, Lower and Middle School counselor
7. Marium Williams, bus driver

Parent/Guardian
A posting was placed in Division Updates for the Parent/Guardian Discovery Committee. An email was also sent from the director of the Early Childhood Center (ECC) requesting recommendations for ECC parents to be invited to participate on the committee due to the low response rate. Respondents completed an online form with their interest. Twelve
parents/guardians responded and eleven participated (one had to cancel due to outside obligations). Participants were reviewed to ensure a diverse cross-section of each division. Members are listed alphabetically by last name.

1. Karen Bergan P’22
2. Julie Borsa P’24
3. Anne Dalfiume P’25
4. Laura Irvin P’21 ’24 ’27
5. Jen MacKinnon P’29
6. Lailani Mirkazemi P’22 ’24
7. Alex Myszkowski P’34
8. Arzo Nasiri P’35
9. Monty Peralta P’28 ’31
10. Molly Saenz, Lower School educator, Grade 1 P’31
11. Erin Suzuki P’33

Alumni
LJCDS alumni from 2013-2019 received an email inviting them to participate on the alumni Discovery Committee. Respondents completed an online form with their interest. Eleven alumnus/a responded and six participated (five members canceled during the process due to outside obligations). Members are listed alphabetically by last name.

1. Megan Arnold ’13
2. Autumn Brown ’15
3. Elizabeth Eigner ’15
4. Kristin Hill ’13
5. Alyssa Jaffe ’16
6. Serena Jarwala ’15
Appendix D

Driver Analysis

The Driver Analysis was one of three key documents given to Discovery Committees (the other two documents were the Open Ended Responses and Cross-Tab report). These three documents were the basis for the DCs findings and recommendations. The Drivery Analysis is included here for transparency.

Younger Students-Climate Survey Summary Review

NAIS does not provide a driver analysis for this constituency due to the fact that younger students take a modified AIM survey. However, this is a comparable document.

Driver Analysis-Students

Driver Analysis-Trustees

Driver Analysis-Administrators, Faculty, and Staff

Driver Analysis-Parents/Guardians

Driver Analysis-Alumni
Appendix E
Open-Ended Responses

Open-ended responses were one of three key documents given to Discovery Committees (the other two documents were the Driver Analysis and Cross-Tab report). These three documents were the basis for the DCs findings and recommendations. Open-Ended responses include redactions, in accordance with previously stated guidelines in Section II. They are included here for transparency.

- Open-Ended Responses-Younger Students
- Open-Ended Responses-Students
- Open-Ended Responses-Trustees
- Open-Ended Responses-Administrators
- Open-Ended Responses-Faculty
- Open-Ended Responses-Staff
- Open-Ended Responses-Parents/Guardians
- Open-Ended Responses-Alumni
Appendix F

Additional Data

AIM Data Multi Plot Figure
Developed internally by the LJCDs Design & Innovation department at the request of Head of School, Gary Krahn. Completed September 2020. The timing precluded its inclusion in this report. However, future DEI practitioners may find it useful for further study. To receive access, please contact the Director of Head’s Office and Board Relations Jennifer Turner at 858-453-3440.

Racial Data
Survey responses cross-tabulated by race. Data was received from NAIS in November 2020 (i.e., one and a half years after completing the survey). The delay in receiving this information precluded its inclusion in this report. However, future DEI practitioners may find it useful for further study. To receive access to this data, please contact the Director of Head’s Office and Board Relations Jennifer Turner at 858-453-3440.