

Racial Equity Pocket Questions - 2023 Annual Report on SAPFO from Technical Advisory Committee

What are the racial impacts?

This technical report relates to a long-standing agreement and process for local governments and the Chapel Hill-Carrboro City School district in southern Orange County to maintain the adequacy of K-12 instructional building capacity for students in the district. The inequity of K-12 educational outcomes and the persistent challenges in life beyond primary and secondary education for students of color in the United States is well-documented. The Chapel Hill-Carrboro City School system is recognized for its high achievement in test scores, graduation rates, and college advancement. At the same time, the experience and outcomes among students of color is vastly different. This gap is documented most recently in the Southern Coalition for Social Justice report card, the focus of which is the school-to-prison pipeline, found here [The Chapel Hill-Carrboro City 2021-2022 Racial Equity Report Cards - Southern Coalition for Social Justice](#), as well as the 2015 report by the Campaign for Racial Equity in our Schools, [Microsoft Word - Excellence with Equity Report- Final10-23-15.docx \(wordpress.com\)](#).

Who is or will experience burden?

Students and their families for whom sufficient building capacity is not provided. The community, which is experiencing disparities, does not reach its full potential. The SAPFO does not account for Pre-K classes in evaluating capacity. In the 2021-2022, 157 Pre-K students were enrolled, approximately 1.4 percent of the total student population. Pre-K programs have been developed to assist with improving outcomes for students by earlier participation in classroom experiences.

Who is or will experience benefit? Students and their families, for whom there is sufficient space and capacity for educational experiences. Families that can afford to move their children into other educational institutions and thus withdraw their support from public schools.

What are the root causes of inequity? Past structural racism has affected the number of teachers of color in schools. A lack of teachers whose race matches that of students can affect achievement and success. With just one teacher of the same race, a non-white student is more likely to perform better on standardized tests, attend school more regularly, and be suspended less frequently. The *Excellence with Equity* report also discusses access and power differentials between white families, staff/faculty and students, and those of color (particularly black families) in the CHCCS school system, including tracking into gifted, honors and AP that disproportionately advantage white students. The report also details widespread racial stereotyping that plays a role in lowered academic expectations, fewer advanced academic and other non-academic opportunities, and disproportionately harsh discipline for students of color. Racial disparities in educational attainment and household income that affect mobility can limit options for families in shifting from assigned schools if students experience negative and detrimental conditions.

What might be the unintended consequences of this action or strategy? The aim of this process has been to ensure that there is sufficient educational capacity for required areas of instruction, which have changed somewhat since the program was initiated. The school system has also changed how it serves the educational needs of the community, with expanded Pre-K classrooms. By not addressing the other categories of instruction, the process may miss its desired result and may prevent the identification and prioritization of needs for space to serve additional educational programming. Based on the extent of disparities and conditions experienced by students of color, the consideration of building capacity needs can evaluate whether changes to the built environment are needed to provide safe and appropriate learning environments.