



**FOOTHILL-DE ANZA**  
COMMUNITY COLLEGE DISTRICT

**FOOTHILL-DE ANZA  
COMMUNITY COLLEGE  
DISTRICT  
EQUAL EMPLOYMENT  
OPPORTUNITY  
PLAN**

Original Plan Adopted by the Board of Trustees: \_\_\_\_\_, 2016  
Updated, Revised, and Approved by Board of Trustees: 2026

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**Equal Employment Opportunity Plan Certification**

This certifies that the Foothill–De Anza Community College District Equal Employment Opportunity Plan (2026–2029) has been developed in compliance with the requirements of California Code of Regulations, Title 5 §§53000–53033.

The District affirms that the Plan was developed in collaboration with the District Diversity and Equity Advisory Committee (DDEAC) and will be submitted to the California Community Colleges Chancellor’s Office for review prior to approval by the Board of Trustees.

Prepared by:

Dianna Rose  
Vice Chancellor of Human Resources/Equal Opportunity  
Equal Employment Opportunity Officer

Date: \_\_\_\_\_

## **EEO Plan Summary (2026–2029)**

The Foothill–De Anza Community College District Equal Employment Opportunity (EEO) Plan establishes the District’s commitment to providing equal employment opportunity in all aspects of employment including recruitment, hiring, promotion, and retention. The Plan is designed to ensure compliance with California Code of Regulations, Title 5 §§53000–53033.

The Plan will underscore and highlight:

- Analysis of workforce demographic composition
- Monitoring of applicant flow data
- Periodic longitudinal analysis of hiring outcomes
- Procedures for identifying and addressing underrepresentation
- EEO training for screening and selection committees
- Outreach and recruitment strategies to broaden applicant pools
- Procedures for receiving and investigating EEO complaints
- Ongoing evaluation of recruitment and hiring practices

The Plan covers the period 2026–2029 and will be reviewed and updated at least once every three years in accordance with Title 5 requirements.

## **Data Availability and Reporting**

The workforce and recruitment data presented in Appendix A represent the demographic information currently available through the District's Human Resources information systems and recruitment platforms. These data points reflect the most recent available records for employee workforce composition, new hire demographics, and applicant flow information based on voluntary self-identification by applicants and employees.

The District periodically reviews its data collection and reporting practices to improve the availability and consistency of equal employment opportunity monitoring data. As data systems continue to evolve, additional metrics may be incorporated into future analyses to support ongoing evaluation of recruitment outcomes, workforce trends, and equal employment opportunity efforts. All demographic information is reported only in aggregated form for statistical monitoring purposes.

New hire demographic data are maintained by the District Office of Human Resources and will be incorporated into future updates of this Plan as reporting systems are refined.

## **Plan Component I: Introduction**

The Foothill-De Anza Community College District (District) recognizes that diversity, equity and inclusion in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District's Equal Employment Opportunity Plan (Plan) demonstrates the commitment to hire staff and foster staff development that supports the goals of equal opportunity and diversity and provides equal consideration for all qualified candidates.

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the California Community Colleges ("CCC") Chancellor's Office. An "Equal Employment Opportunity Plan" is a written document in which a District's workforce is analyzed, and specific plans and procedures are set forth for ensuring equal employment opportunity.

The objectives of the District's EEO Plan and Guidelines are to:

- Address the legal requirements for the District's EEO Plan, pursuant to Title 5 §53003.
- Provide guidance that will assist in the goal of achieving a diverse workforce, which is directly aligned with, and supports the campus-wide initiative of closing equity gaps.
- Assist in the development of materials to train faculty and staff on the components of the EEO Plan requirement and provide training on best practices in serving on a hiring/screening and selection committee.
- Create and sustain institutional structures and processes to result in a culture and environment of equity.
- Align college-wide and constituent-specific essential competencies with EEO recruitment and retention policies, practices and procedures.

"Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion; and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include: executive/administrative/managerial, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, service and maintenance, and faculty and other instructional staff. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals.

The Plan includes:

- An analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of monitored groups exist;
- The requirements for a complaint procedure with Title 5 provisions relating to equal employment opportunity programs;
- Complaint procedures in instances of unlawful discrimination;
- Guidelines for the establishment of an Equal Employment Opportunity Advisory Committee;
- Methods to support equal employment opportunity and an inclusive environment; and
- Procedures for dissemination of the Plan.

To properly serve an evolving and increasingly diverse population, the District will endeavor to hire and retain faculty, staff, and administrators who have the ability to understand and successfully support individuals with varying backgrounds, and varied lived experiences; and who have a commitment to helping its diverse students develop the critical skills necessary to succeed in their academic and career objectives, utilizing culturally responsive techniques and practices.

Sincerely,

Lee D. Lambert  
Chancellor  
Foothill-De Anza Community College District

## Plan Component 2: Definitions

*Reference CCR Title 5, §53001*

**Adverse Impact:** “Adverse impact” means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in each selection process will not be considered to constitute an adverse impact if the numbers involved are too small to permit a meaningful comparison.

**Bias:** “Bias” is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

**Discrimination:** “Discrimination” is the unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.

**Diversity:** “Diversity” means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

**Equal Employment Opportunity:** “Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment within the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves: (1) identifying and eliminating barriers to employment that are not job related; and (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940. (Government Code section 12940 protected categories: race, religious creed, color, national origin, ancestry, physical

disability, mental disability, reproductive health decision-making, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status).

**Equal Employment Opportunity Plan:** An “equal opportunity plan” is a written document in which a district’s work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

**Equal Employment Opportunity Programs:** "Equal employment opportunity programs" are the combination of district strategies implemented to promote equal employment informed by the district’s longitudinal workforce and applicant analyses.

**Equity:** “Equity” is the condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

**Ethnic Group Identification:** “Ethnic group identification” means an individual’s identification in one or more of the ethnic groups reported to the CCC Chancellor pursuant to section 53004. These groups shall be more specifically defined by the CCC Chancellor consistent with state and federal law.

**In-house or Promotional Only Hiring:** “In-house or promotional” hiring means that only existing District employees are allowed to apply for a position.

**Monitored Group:** “Monitored group” means those groups identified in Education Code section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

**Person with a Disability:** “Person with a disability” means any person who: (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person’s major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.

**Reasonable Accommodation:** “Reasonable accommodation” is any change or adjustment to a job or work environment that permits a person with a disability to participate in the job application process, to perform the essential functions of a job, or to

enjoy benefits and privileges of employment equal to those enjoyed by staff without disabilities.

**Screening or Selection Procedures:** “Screening or selection procedure” means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

**Underrepresented Group:** “Underrepresented group” means any monitored group for which the percentage of persons from that group employed by the District in any job category is below eighty percent (80%) of the projected representation for that group and job category.

### **Plan Component 3: Policy Statement**

The District is committed to the principles of equal employment opportunity. The District has implemented a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, military and veteran status, medical condition, gender, gender identity and gender expression, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. These efforts include Board Policy (BP) 1200 Mission of Foothill De Anza Community College District; BP 3410 Nondiscrimination Policy, BP 4100 Cultural Diversity/Equal Opportunity; BP 3430 Prohibition of Harassment.

The District will strive to achieve a workforce that is welcoming to all individuals to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, collaborations, acceptance, democracy and the free expression of ideas. An Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

## **Plan Component 4: Delegation of Responsibility, Authority & Compliance**

*Reference CCR, Title 5, §53003(c)(3), § 53020*

The goal of the District is that all employees promote and support equal employment opportunity through their commitment and a contributions in upholding the EEO Plan. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

1. The Board of Trustees is ultimately responsible for the implementation of the District's Plan at all levels of District and college operation, and for ensuring equal employment opportunity and that District staff responsible for implementation and oversight of the Plan are making measurable progress towards equal employment opportunity through the strategies described in the District's EEO plan. The Board of Trustees is responsible for adopting a plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:
  - a. Be developed in collaboration with the District Diversity and Equity Advisory Committee (DDEAC).
  - b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item and not part of the consent agenda;
  - c. Cover a period of three years, after which a new or revised plan shall be adopted;
  - d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.
2. Chancellor and EEO Officer: The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.
3. Equal Employment Opportunity Officer (EEO Officer) The District has designated the Vice- Chancellor of Human Resources and Equal Employment, as its Equal Employment Opportunity Officer who is responsible for the day-to-day

implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing, monitoring, and achieving the goals of the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints and for ensuring that applicant pools and selection procedures are properly monitored.

4. District Diversity and Equity Advisory Committee (DDEAC): The District has established the District Diversity and Equity Advisory Committee to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity and equity-minded hiring and retention policies and procedures. The DDEAC shall assist in the implementation of the Plan in compliance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.
5. Agents of the District: Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

Through the authority articulated in the Plan Component and the EEO Plan generally, the District shall make continuous, good-faith efforts to implement the EEO Plan, achieve employee diversity, and avoid disparate impacts, in accordance with state and federal law.

## Plan Component 5: Advisory Committee

*Reference CCR, Title 5, § 53005*

Title 5, Section 53005 – District Advisory Committees: “Each community college district shall establish a district equal employment opportunity advisory committee to assist in developing, revising, and implementing district EEO programs and plans. This advisory committee shall be composed of a diverse membership and include members from district stakeholder groups, including, but not limited to, students, faculty, and classified staff. Members of this advisory committee as well as members of the district governing board shall receive training in all of the following:

- (a) the requirements of this subchapter and of state and federal nondiscrimination laws;
- (b) identification and elimination of bias in hiring;
- (c) the educational benefits of workforce diversity; and
- (d) the role of the advisory committee in drafting and implementing a district EEO plan.”

In addition to implementing the Equal Employment Opportunity Plan for the District, the District Diversity and Equity Advisory Committee (DDEAC) is responsible for developing, coordinating, and implementing district-wide diversity training, plans, and activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The committee will assist in promoting an understanding of and support for equal opportunity and nondiscrimination policies and procedures. The DDEAC receives reports from both the De Anza Equity Action Council and Foothill Equity Action Council. The DDEAC disburses Equal Employment Opportunity fund allocations, implements appropriate sections of the State Chancellor’s Equity and Diversity Task Force Report, and completes other required reports.

The Equal Employment Opportunity Officer, or their designee, shall train the advisory committee on:

- a. The requirements of Title 5 §53003 of article 1, of subchapter 1, of chapter 4, of division 6, of Title 5, and the state and federal discrimination laws.
- b. Identification and elimination of bias in hiring
- c. The educational benefits of workforce diversity and
- d. The role of the advisory committee in carrying out the District’s EEO Plan.

The committee shall include a diverse membership whenever possible, including the following members:

- Director of Equity, Employment and Professional Development, Chair
- Central Services (Two members)
- Faculty Association (One member)
- Association of Classified Employees (One member)

- Teamsters (One member)
- Classified School Employees Association (One member)
- AMA (One member)
- Deans of Equity (One member from each college)
- Student representatives (One from each college)

The DDEAC shall meet, at a minimum, at least once in the Fall and Spring quarters.

## **Plan Component 6: Complaints Alleging Violation of the Equal Employment Opportunity Regulations**

*Reference CCR, Title 5, § 53003(c)(4), § 53026.*

Complaints alleging violations of the Equal Employment Opportunity (EEO) Regulations (Section 53026) correspond with BP/AP 3435 Harassment and Discrimination and BP 4100 Cultural Diversity and Equal Opportunity. Any person may file a complaint alleging the District violated the Title 5's equal employment opportunity regulations (California Code of Regulations, Title 5, Section 53000 et seq.) Any person who wishes to file such a complaint should use the District's reporting form. In addition, any person may file a harassment or discrimination complaint through the same reporting form.

Any person may file a written complaint, EEO complaint or harassment and discrimination complaint, using the District's reporting form, or may report a verbal complaint to the EEO Officer or their designees. A complainant may contact the EEO Officer by phone at (650) 949-6210, in person at the District's Human Resources Office, 12345 El Monte Road, D700, Los Altos Hills, CA 94022, or by email at [hr@fhda.edu](mailto:hr@fhda.edu). The EEO Officer or designee will record a verbal complaint in writing and take steps to ensure the writing accurately reflects the facts alleged by the complainant. Complaints must be filed with the EEO Officer or the Director of Human Resources, unless the complaint alleges a violation by the EEO Officer, in which case it should be submitted directly to the District's Chancellor.

In addition to filing a complaint, any person may also contact the District directly for reporting information, questions, and concerns. The contact information for District reporting is as follows:

- Foothill-De Anza Community College District, Vice Chancellor, Human Resources & EEO, 12345 El Monte Road, Building D700, Los Altos Hills, CA 94022.
- Foothill-De Anza Community College District, Director of Human Resources, 12345 El Monte Road, Building D700, Los Altos Hills, CA 94022.
- De Anza Community College, Deputy Title IX Coordinator, 21250 Stevens Creeks Blvd, Cupertino, CA 95014.
- Foothill Community College, Deputy Title IX Coordinator, 12345 El Monte Road, Los Altos Hills, CA 94022.

The District's complaint form and procedures may be accessed at the following links.

- District Reporting Form: [https://cm.maxient.com/reportingform.php?FoothillDeAnza&layout\\_id=23](https://cm.maxient.com/reportingform.php?FoothillDeAnza&layout_id=23)
- District Reporting Webpage: <https://hr.fhda.edu/just-report-it/>

- District Reporting Procedures:  
<https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#>

While the District's procedures for receiving EEO complaints are the same as the procedures for receiving complaints of harassment and discrimination, depending on the nature of an EEO complaint, the procedures and timelines for processing such complaints may differ. The District will investigate EEO complaints within 90 days of receipt of a complaint to the EEO Officer/EEO Officer. The District may extend the timeline to complete the investigation for good cause and shall communicate with any complainant and respondent the estimated length of the extension. At the investigation's end, the complainant and respondent will be notified of the outcome.

## **Plan Component 7: Notification of District Employees**

*Reference CCR, Title 5, §53003(c)(5)*

The commitment of the governing board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of the Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be included in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's governing board, the Chancellor, Presidents, administrators, academic senate leadership, union representatives, and members of the District Diversity and Equity Advisory Committee (DDEAC). Each year, the District office will provide all employees with access to the Board's EEO Policy Statement (located in Plan Component 3 of this Plan), as well as a link to the District's EEO Plan. The annual notice will contain the following provisions:

1. The Plan will be available on the District's website under Human Resources > Diversity/Equity/Accommodation > EEO Plan.
2. The EEO Policy Statement and EEO Plan will be made available to new employees through the onboarding/new employee orientation process.
3. The importance of employees' participation and responsibility in ensuring the EEO Plan's implementation.
4. The District will provide new employees with a paper or electronic copy of the District's Non-Discrimination policy, and this EEO Plan and its policy statement.

**Plan Component 8 – The Process for Ensuring That District Employees who participate on Screening or Selection Committee Receive Training**

*Reference CCR, Title 5, §53003(c)(6)*

Any organization or individual, whether nor not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on:

- The requirements of Title 5 regulations on equal employment opportunity (section 53000 et seq.);
- The requirement of federal and state nondiscrimination laws;
- The requirements of the District’s Equal Employment Opportunity Plan;
- The District’s policies and procedures on nondiscrimination, recruitment and hiring.
- Principles of diversity and cultural proficiency;
- The education benefits and value of a diverse workforce
- The elimination of bias in hiring decisions; and
- Best practices in serving on a selection or screening committee.

Members of the search or selection committee are required to complete mandatory EEO training within 2 years. Individuals who have not received the training may not serve until such training is completed. The Equal Employment Opportunity Officer is responsible for ensuring that the required training is offered on a regular basis. Screening and selection committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. The District will ensure that a diverse pool of employees are trained to participate in selection committees at the outset. If the EEO Officer determines that the screening committee membership should be more diverse, the EEO Officer may appoint additional members as needed.

## **Plan Component 9: Annual Written Notice to Community Organizations**

*Reference CCR, Title 5, §53003(c)(7)*

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations representing monitored groups identified in Section 53004(b) concerning the Plan.

The notice will inform these organizations that they may obtain a copy of the Plan and shall solicit their assistance in identifying diverse qualified candidates. The notice shall include a summary of the Plan. The notice will also include the internet address where the district advertises its job openings, the positions, and department and phone numbers of individuals to call to obtain employment information.

The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations which will receive this notice includes, but is not limited to:

- Inside Higher Ed Publication
- Insight to Diversity
- Diverse Education
- Colegas
- APAHE – Asian Pacific Americans in Higher Education
- CCC Registry
- EdJoin
- Chronicle of Higher Education
- CalJobs
- A2Mend
- Local Colleges and Universities

## **Plan Component 10: Process for Gathering Information and Periodic Longitudinal Analysis of District Employees and Applicant Pools**

*Reference CCR, Title 5, §53003 (c)(8), §53003(c)(9), §53006*

The District Office of Human Resources will annually review the District's workforce composition and monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, provide data needed for reports required by this Plan, and conduct adverse impact analysis. Adverse impact exists where the selection rate for a monitored group is less than four-fifths (80%) of the selection rate for the group with the highest rate.

### **EEO Data Collection**

For reporting purposes, each applicant will be afforded the opportunity to voluntarily provide gender identity, ethnic group identification, and if applicable, disability.

Applicants may designate as many ethnicities as they identify with but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the search/selection committee and hiring administrator(s). Following such participation on a selection or screening committee, only District employees whose job duties require them to have access to such data will have such access, unless otherwise required by law. Reporting will be done for each college in the District. This District shall also report to the Chancellor the results of its annual study of employees.

At least every three years the Plan will be reviewed, and if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and those who have applied for employment in each of the following job categories:

- 1) Administrative
  - a) Executive
  - b) Educational
  - c) Program
- 2) Faculty
  - a) 10 months
  - b) 11-12 months
- 3) Classified
  - a) ACE
  - b) ACE Hourly
  - c) CSEA
  - d) Teamsters
  - e) Police Officers

The District allows applicants and employees to provide the following Monitored Group information:

1. Gender Identification

The District requests that employees and applicants self-identify as female, male or non-binary.

2. Race and Ethnicity Identification

The District requests that employees and applicants self-identify into the following ethnicity categories:

- A. Hispanic or Latino  
A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture of origin regardless of race.
- B. White (Not Hispanic or Latino)  
A person having origins in any of the original people of Europe, the Middle East or North Africa.
- C. Black or African American (Not Hispanic or Latino)  
A person having origins in any of the black racial groups of Africa.
- D. Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)  
A person having origins in any of the people of Hawaii, Guam, Samoa, or other Pacific Islands.
- E. Asian (Not Hispanic or Latino)  
A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
- F. American Indian or Alaska Native (Non-Hispanic or Latino)  
A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment)
- G. Multi-Ethnicity  
All persons who identify with more than one of the above five races (White, Black, or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For purposes of this group, identifying as Hispanic or Latino and only of the five listed groups does qualify under this category.

**Disability Identification**

The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act.

- A. Disabled person

Any person who (1) has a physical or mental impairment which limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

B. Major life activities

Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning and working.

**Voluntary Submission of EEO Data**

There may be significant numbers of employees or applicants who decline to identify their gender, ethnicity, or disability status with the District. The District shall encourage all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO Data and will not require employees or applicants to respond.

Historical demographic data and workforce analyses are maintained by the District Office of Human Resources and are summarized in Appendix A to this Plan.

**Longitudinal Analysis to Identify Adverse Impact**

Once the District gathers the EEO Data described above, the District's Human Resources Department will assign every employee and applicant to one of the seven job categories identified in Plan Component 2. The District will also include data for employees and applicants that allows the District to track the composition and diversity of who is hired and retained over time, disaggregated by college, discipline, job category and other relevant measures.

The District will then conduct a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required. Specifically, the District will compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District's pre-hiring and hiring strategies, which exist where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

**District Strategies to Mitigate Identified Adverse Impact**

If the EEO Officer or designee determines that any selection technique or procedure has adversely impacted a monitored group, the EEO Officer will review the recruitment and selection process and may recommend corrective action, including reopening the position, if appropriate.

The current EEO Officer's information is as follows:

Dianna Rose

Vice Chancellor of Human Resources/Equal Opportunity

hr@fhda.edu

650-949-6210

12345 El Monte Road

Los Altos Hills, CA 94022

When the District identifies an adverse impact in its longitudinal analysis, the District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact affecting the identified monitored group at any phase(s) of the hiring process or employment.
2. Conduct additional quantitative analyses of phases where the District identifies adverse impact to determine which specific elements of the hiring process or employment stage are creating an adverse impact.
3. Review the identified hiring process elements or employment stage contributing to the adverse impact to determine whether they can be modified, eliminated or replaced with a procedure that can decrease the adverse impact.
4. Consider the implementation of additional measures designed to promote diversity in the hiring process and employment.
5. Analyze retention of monitored group employees in the impacted area and other employment processes that impact the District's ability to attract and retain a diverse workforce.
6. Present the findings to the EEOAC, and other relevant stakeholder groups to identify other potential good faith efforts to make positive progress towards eliminating the adverse impact

## **Plan Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups are Underrepresented within District Job Categories**

*References CCR, Title 5, §53003 (c)(9), §53006*

In conjunction with EEO Data gathered pursuant to EEO Plan Component 10, the District shall identify and utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within District job categories, as defined in EEO Plan Component 2.

### **Data Collection**

The District will utilize data available from reliable public and private sources.

### **Analysis to Identify Underrepresentation**

Once the District gathers the EEO Data described in Component 10 and the data from the public and private sources described in the EEO plan Component 10, and assigns every employees and applicant to one of the seven job categories identified in the EEO Plan Component 2, the District will then review the EEO Data of its employees, broken down by number of person from monitored group status in each job category.

The District will then analyze this employee EEO Data to compare the percent of monitored group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation.

Each site shall take tangible steps to promote equal employment opportunities, workplace diversity, and an inclusive work environment. The district, in consultation with EEOAC, shall also take concrete steps to monitor progress in these areas. These concrete steps may include any of the examples listed below, or other measures as identified and developed by the EEOAC in close constitution with the EEO Officer or designee:

- a. Ensure that top administrative staff at each site understand and support diversity objectives and that the diversity and/or EEO Officer position is maintained as a cabinet or other high-level administrative position.
- b. Explore the feasibility of the establishment of an office of equity and diversity for each campus.
- c. Conduct surveys of campus climate on at least a biennial basis, and implement concrete measures that utilize the information drawn from the surveys;
- d. Conduct exit interviews with employees who voluntarily leave the District, maintain a database of exit interviews, analyze the data for patterns impacting monitored groups, and implement concrete measures that utilize this information. Interviews may be conducted in a variety of ways, including in-person or via telephone. Surveys may be mail, email or online;

- e. Conduct annual longitudinal analysis of hiring statistics, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information;
- f. Maintain a variety of programs to support newly-hired and current employees such as mentoring, professional development, and leadership opportunities;
- g. Encourage administrators and senior faculty/classified professionals to serve as mentors. Encourage faculty, classified professionals, and administrators to seek out mentors;
- h. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike;
- i. Conduct dialogues, forums, and cross-cultural workshops on diversity and prevention of harassment and discrimination;
- j. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- k. Collaborate with the college Staff Development committees to integrate EEO/diversity workshops at instructional improvement days (flex week or staff development day);
- l. Convey the District's diversity and commitment to equal employment opportunity in District publications and on the District website. Maintain an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on these topics. Review college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;
- m. Establish a Community Outreach Advisory Council to involve community-based organizations in recruitment and other equal employment opportunity efforts of the District. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s):
- n. Review and update hiring procedures for all categories of employment at least every 5 years to ensure adherence with EEO Title 5 regulations and the components of the Plan.
- o. Develop a faculty diversity internship program to serve as a pipeline for potential candidates;

- p. Incorporate into the hiring procedures and District practices the following measures to increase the diversity of applicant pools for all positions:
1. Require hiring committee give individuals selected for interview a minimum amount of notice, to be determined, to give adequate consideration to candidates who may not be local or need to provide reasonable notice to their current employer.
  2. Study and develop a procedure for the use of online job interviewing, such as Zoom, at one or more stages of the interview process in order to increase access to a more diverse pool of candidates outside of the local area and add greater flexibility to the process.
  3. Provide additional resources to the Office of Human Resources to ensure it can effectively implements equitable practices of EEO with efficacy. This includes adequate staffing so that initial screening can be accomplished districtwide by HR staff to ensure fairness and consistency. HR should conduct review of applications to ensure that candidates are minimally qualified for the position. It also includes budget to cover the cost of advertising open positions in specialty locations, as needed.
  4. Perform a study of previous job announcements for faculty positions to ascertain the impact certain preferred or required qualifications (I.e. the doctorate degree) have on the diversity of pools, interviewees and hires.
  5. Develop a rubric which can be used districtwide to assess candidates' sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
  6. Collect data in employee applications which indicates where applicants learned about the job posting to target EEO funds towards sources most impactful in increasing applicant diversity.
- q. Collaborate with each campus' Student Government to incorporate the voices of students on the value of workplace diversity to student learning and student development in measures taken to further equal employment opportunity.
- r. Expand the categories of ethnicities that are monitored in the hiring process to allow candidates to be more specific in their identified racial groups.
- s. Develop a protocol for the annual dissemination and discussion of employee diversity data.
- t. Host a diversity opportunity event, open for the community, to search for and support potential candidates.



## **Plan Component 12: Methods to Address Any Underrepresentation**

*References CCR, Title 5, §53003(c)(10)*

California Code of Regulations, Title 5 §53003(c)(10) requires the EEO Plan to identify strategies for addressing any underrepresentation identified pursuant to Title 5 §53003(c)(9) and EEO Plan Component 11. The EEO Officer is responsible for developing appropriate measures for addressing findings of underrepresentation. The District will review the information gathered pursuant to Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job related factors in the employment process. The information to be reviewed shall include but need not be limited to:

1. Relevant data gathered pursuant to EEO Plan Component 10, to identify whether the percentage of persons from a monitored group employed by the District in a job category is below eighty percent (80%) of the projected presentation for that group and job category; and
2. Analysis of data regarding applicants, which may inform the District's analysis of underrepresentation of a monitored group.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. The District also will not engage in any other practice that would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner that has the purpose or effect that is discriminating.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not achieve the objectives of the Plan, the District will request that the DDEAC recommend new methods to achieve the Plan objectives, or if necessary, to modify the Plan itself to ensure equity, inclusion, and equal employment opportunity. To address these instances of underrepresentation, as defined above, the District will take the examples of actions being taken:

- The District will request that the DDEAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- The District will require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO Officer, to create a recruitment and hiring action plan to assist in

addressing the underrepresentation. The action plan will include, but is not limited to:

- a. Participation in outreach activities that would likely attract applicants from the underrepresented groups, such as participating in diversity job fairs, (e.g. California Community Registry Diversity job fairs, California Career Exploration Fairs) and building relationships with graduate programs and other institutions.
- b. Additional locations or resources to advertise positions (e.g. on the District employment website, the California Community College Equal Employment Opportunity Registry, and to a list of appropriate external “bulletin board” websites);
- c. Review the use of any locally established minimum qualifications and/or “desired” or “preferred” qualifications to determine if they are job-related and consistent with business necessity in compliance with federal and state laws.
- d. Discontinue the use of any locally established minimum qualifications and/or “desired” or “preferred” qualifications that is found to not satisfy the requirements set forth above.
- e. Consider changes to the job postings and screening criteria, including interview questions and how reference checks are conducted, which may reasonably be expected to attract applicants from underrepresented groups. For example, interviews must include at least two questions which assess the candidates’ understanding of and commitment to, equal employment opportunity and their sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- f. Development of an Equity Certification program.

**Plan Component 13: Selection of Specific Pre-Hiring, Hiring and Post Hiring Strategies and a Schedule Identifying the Timetables for Implementation of Identified Strategies**

*References CCR, Title 5, §53003(c)(1), § 53003(c)(2)*

The Board recognizes that multiple approaches are appropriate to attain its goals of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable and fair working and learning environment. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to complete hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunities should exist at all levels and in all job categories. Ensuring EEO also involves creating an environment that fosters collaboration, cooperation, acceptance, and free expression of ideas and is welcoming to all.

**DISTRICT & COLLEGE ACTIVITIES DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY**

<b>Pre-Hiring</b>			
<b>Implementation</b>	<b>Who</b>	<b>What/When</b>	<b>Effectiveness Metrics &amp; Review</b>
Provide training to employees, students and trustees	Human Resources	Training of all staff that are part of the hiring process, as a selection committee member.	
Receive training from Vision Resource Center	Human Resources	Four Components of EEO Plan Data Analyses Curriculum	Y1 Develop subcommittee that will attend classes required to complete the EEO Plan Data Analyses Curriculum.
Identify under presentation and adverse impact	Human Resources	After completion of class, committee will identify areas of underrepresentation and adverse impact	Y1- Areas of underrepresentation and adverse impact will be identified.
Convey in publications and website the district's	Human Resources	Y1-3: Continue to post to HigherEd jobs, Insight into Diversity, Diverse Education,	Y1-3: Review publications on existing sources and ensure it is updated. Consider

commitment to diversity & EEO		Colegas, APAHE, CCC Registry, EdJoin, Chronicle of Higher Education, CalJobs, A2mend, Umoja Community and other publications as needed along with the District’s website	additional locations for posting.
Review and update District EEO/DEI Policy Statement	Director, Equity, Employment And Professional Development Or its designee	Y1: Review EEO/DEI statement as scheduled EEOAC meetings. Solicit feedback or create subcommittee working group to revise. Y2: Finalize revised EEO/DEI Policy Statement for approval by Chancellor or Board of Trustees. Y3: Review EEO/DEI statement to determine whether additional revisions are required.	Y1-3: Develop subcommittee to review and revise EEO/DEI Statement with revisions based on feedback solicited.

<b>HIRING</b>			
<b>Implementation</b>	<b>Who</b>	<b>What/When</b>	<b>Effectiveness Metrics &amp; Review</b>
Consistent and ongoing training for hiring committees. (53024.1(c))	Human Resources: Responsible for training staff all staff who participate in hiring committees	Y1: Conduct hiring committee training regularly or as needed based on hiring and recruitment requirements. Ensure materials are up-to-date with changed to Title 5 regulations. Y2-3: Continuously monitor employees for compliance with training requirements. Review pool of employees	Y1-3: Conduct hiring committee training – update materials with Title 5 requirements as needed, along with monitoring compliance training requirements and creating specialized training for

		qualified to serve and recruit additional employees for service on screening/hiring committees. Develop hiring committee chair training with emphasis on EEO Plan.	Hiring Committee Chair.
Maintain updated job descriptions and job announcements	Human Resources Hiring Departments	Y1-3: Review of job descriptions and job announcements to ensure District's commitment to Diversity.	Y1-3: Annual review of job categories by Human Resources by employee unit and update as necessary.
The Board of Trustees receives training on elimination of bias in hiring and employment at least once every election cycle.	Human Resources	Y1-3 Schedule and ensure training of Board of Trustees on mandatory training topics	Y1-3: Tracking matrix of annual training to Board of Trustees.
Dedication of specified staff to DDEAC.	DDEAC	Y1-3: Meet monthly/quarterly or as needed to discuss and continue implementation of EEO Plan. Ensure the release time of all employees. Schedule meetings in advance to ensure full participation of all DDEAC members.	Y1-3: Schedule and record meeting minutes and strategies for the continued enhancement of the EEO Plan.
Assess "sensitivity to diversity" of all applicants (53024.1(1))	Human Resources Hiring Committees	Y1-3: The District will educate and train staff to ensure that all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, geographic, and	Y1- Monitor job requirements Y2: Develop tool to educate staff to understand sensitivity to diversity Y3: Train staff on tool developed to enhance

		ethnic backgrounds of community college students.	understanding in diversity.
Survey Employees to Identify New Avenues of Recruitment	Human Resources	Y1: Develop Survey Y2: Distribute Survey Y3: Compile Data and Update list	Y1: Develop survey for employees regarding recruitment information. Y2: District employees will be surveyed to identify locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and will be surveyed to identify locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Y3: Human Resources will compile, store and update this list
Professional development, mentoring, support and leadership opportunities for new employees	Administrator, Director, manager and employees	Y1-3: Determine specific training requirements for specific positions in faculty, managers, directors, administrators and classified professionals. Create mentorship programs for faculty, managers, directors, administrators and classified professionals.	Y1-3: Successful employees that have the ability to grow and succeed in positions and see upward mobility.

<b>Post-Hiring</b>			
Implementation	Who	What/When	Effectiveness Metrics & Review
Conduct campus climate surveys & use this information (53024.1(b))	DDEAC	Y1: Development of Campus Climate survey by EEOAC. Y2: Finalize Survey with approval from necessary stakeholders/administrators. Conduct survey Y3: Analyze results and create an action plan to respond to information that was gathered in the survey.	Y1-3: Develop, finalize and conduct campus survey. Create an action plan to share.
Conduct exit interviews and use this information	Human Resources	Y1: Development of an exit interview questionnaire to be distributed to all staff, administrators, faculty and classified professionals. Y2: Finalize exit interview and deploy survey to gather responsive information. Y3: Analyze results and create action plan to respond to information that was gathered in survey.	Y1: Develop questionnaire Y2: Deploy survey Y3: Analyze results and create action plan.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found.	Vice Chancellor, Human Resources and designees	Y1-3: Investigate all complaints (Title 5, Title IX, etc.) as submitted to Human Resources/EEO Officer. Work with supervising manager to ensure proper corrective action (i.e. training, coaching, discipline, etc.) is taken where appropriate.	Y1-3: Human Resources track complaints on a continuous basis all complaints received.

# **Appendix A – Workforce and Recruitment Data Tables**

## **District Workforce Demographic Data FY 2022-2025 (Attachment 1)**

The District collects and reviews workforce demographic data to monitor the composition of its workforce and evaluate progress toward equal employment opportunity goals. Workforce demographic data are based on voluntary self-identification by employees.

### **Three-Year Workforce Trend Analysis**

#### **1) Overall District Headcount Trend**

- FY 2022–23: 1,826
- FY 2023–24: 1,806 (–20; –1.1%)
- FY 2024–25: 1,915 (+109; +6.0%)

Workforce was essentially flat from 22–23 to 23–24, then grew notably in 24–25.

#### **2) Workforce Composition Trends — Race/Ethnicity (Districtwide)**

FY 2024–25 distribution (counts; % of total 1,915):

- **White/Non-Hispanic: 850 (44.4%)**
- **Asian: 504 (26.3%)**
- **Hispanic/Latino: 254 (13.3%)**
- **Multi-Ethnicity: 118 (6.2%)**
- **Black/African-American: 81 (4.2%)**
- **Unknown/Blank: 89 (4.6%)**
- **American Indian/Alaska Native: 10 (0.5%)**
- **Pacific Islander/HI Native: 9 (0.5%)**

Overall racial/ethnic composition is stable year-to-year, with the largest groups remaining White/Non-Hispanic, Asian, and Hispanic/Latino.

#### **3) Workforce Composition Trends — Gender (Districtwide)**

FY 2024–25 distribution (counts; % of total 1,915):

- **Female: 1,110 (58.0%)**
- **Male: 802 (41.9%)**
- **Other/Unknown: 3 (0.2%)**

Gender distribution remains consistently majority female across the three years.

#### **4) Workforce by EEO-6 Job Category — Where Growth/Declines Occurred**

Largest category each year: Academic, Temporary (largest share of total)

3-year change (FY 22–23 → FY 24–25):

- Academic, Temporary: 1115 → 1051 (–64; –5.7%)
- Academic, Tenured/Tenure-Track: 195 → 233 (+38; +19.5%)
- Professional (Non-Faculty): 206 → 257 (+51; +24.8%)
- Clerical/Secretarial: 78 → 96 (+18; +23.1%)
- Executive/Admin/Managerial: 76 → 94 (+18; +23.7%)
- Technical/Paraprofessional: 81 → 99 (+18; +22.2%)
- Service/Maintenance: 68 → 77 (+9; +13.2%)
- Skilled Crafts: 7 → 8 (+1; +14.3%)

The overall 24–25 growth is driven primarily by increases in Professional (Non-Faculty), Tenured/Tenure-Track, and multiple support categories, while Academic Temporary declined slightly across the full 3-year span.

#### **5) Movement Indicators — Promotions & Reclassifications**

- Promotions: 29 (22–23) → 36 (23–24) → 26 (24–25)
- Reclassifications: 5 (22–23) → 21 (23–24) → 23 (24–25)

Promotions dipped in 24–25, while reclassifications remained elevated compared to 22–23

**Workforce Gender Distribution FY 2022-2025 (Attachment 3)**

**Internal Advancement and Mobility**

Count Districtwide

	Promotions	Reclassifications
FY22-23	29	5
FY23-24	36	21
FY24-25	26	23

**Applicant Flow Data FY 2022-2025 (Attachment 4)**

**New Hire Demographics FY 2023-2026 (Attachment 5)**

### Applicant Pool vs Hire Comparison - Adverse Impact Review

The District reviewed the demographic composition of the FY 2024–2025 initial applicant pool and compared it with the demographic composition of new hires during the same period. This comparison is part of the District’s ongoing efforts to monitor equal employment opportunity and evaluate recruitment and hiring outcomes.

### Applicant Pool vs. New Hires by Race/Ethnicity (FY 2024–2025)

Monitored Group	Applicant Pool (n)	Applicant Pool (%)	New Hires (n)	New Hires (%)	Variance (pp)
American Indian / Alaska Native	24	0.5%	2	1.4%	+1.0
Asian	1,490	29.4%	30	21.7%	-7.7
Black / African American	318	6.3%	11	8.0%	+1.7
Hispanic / Latino	807	15.9%	28	20.3%	+4.4
Multi-Ethnicity	437	8.6%	6	4.3%	-4.3
Native Hawaiian / Pacific Islander	153	3.0%	0	0.0%	-3.0
Unknown / Not Reported	700	13.8%	31	22.5%	+8.6
White / Non-Hispanic	1,134	22.4%	30	21.7%	-0.7
<b>Total</b>	<b>5,063</b>	<b>100.0%</b>	<b>138</b>	<b>100.0%</b>	<b>—</b>

The table above provides a descriptive comparison of applicant pool composition and hiring outcomes. Consistent with Title 5 requirements, adverse impact is defined as a condition in which the selection rate for a monitored group is less than four-fifths (80%) of the selection rate for the group with the highest rate.

A complete adverse impact analysis requires disaggregated data across all stages of the hiring process, including qualified applicants, interview pools, finalists, and hires. At this time, the District’s current data systems do not provide complete stage-level data for all phases of the hiring process. Therefore, this table is not intended to represent a full adverse impact analysis under the four-fifths rule.

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