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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent
Devin Dillon, Chief Academic Officer
Curtiss Sarikey, Deputy Chief Community Schools & Student Services

Board Meeting Date March 23, 2016

Subject **Board Policy 5032 Equity (Second Reading)**

Action Requested **Approval of Board Policy 5032 Equity**

Background On August 4, 2015, the Board had a first reading of Board Policy 5032 regarding Equity. Since that date, the perceptions, preferences, and ideas of students, parents and guardians, District staff, and community members have been sought for feedback on the draft policy. Some recommendations included adding a definition or reference point for equity, adding specificity for expected next steps to implement a comprehensive equity action plan, and explicitly connecting work that is already underway in the District. In addition, some feedback included specific recommendations for budgeting, employment practices, student practices and coursework which will be considered in the next phase of development of administrative regulations.

Discussion The equity policy is foundational to the overall health and success of our district. The equity policy aims to confront bias that results in predictably lower academic achievement for certain subgroups of students than for their white peers. Identifying and interrupting practices that perpetuate disparities will increase student achievement, including on-time graduation, for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

Recommendation Approval of Board Policy 5032 Equity

Fiscal Impact Funding resource name: General Purpose

Attachments

- Redlined version of BP 5032 in comparison to version at First Reading
- BP 5032 Equity

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

BP 5032

EQUITY POLICY

PURPOSE

Oakland Unified School District (the “District”) students are at the heart of the District’s equity policy. In the District, we hold the powerful belief that equity is providing students with what they need to achieve at the highest possible level, and graduate prepared for college, career, and community success. The Governing Board seeks to understand and to interrupt patterns of institutional bias at all levels of the organization, whether conscious or unconscious, that results in predictably lower academic achievement most notably for students of color. Eliminating individual and institutional bias (e.g. race based, identity bias, economic) will increase achievement and graduation rates for *all* students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

[Editorial Note: This paragraph was moved from the end of version 1.6:] While the primary focus of this equity policy is on race and ethnicity,¹ the District also acknowledges other forms of social inequalities and oppression, including gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster youth, involvement with the dependency or juvenile justice systems, and students with disabilities and learning differences, and how these different forms of oppression intersect. The District is committed to explicitly identifying and addressing all disparities in educational outcomes for the purpose of targeting areas for action, intervention and investment.

The District acknowledges that complex societal and historical factors contribute to the inequity within our District. Nonetheless, rather than perpetuating the resulting disparities, the District will establish administrative regulations to enact this Policy that will include: (1) a clear plan and timeline for identifying gaps in educational experiences

¹Targeting race explicitly and examining how it intersects with other forms of inequity, provides a framework which offers an important sociological and historical perspective (See, Race Reporting Guide by Race Forward (2015), The Center for Racial Justice Innovation, www.raceforward.org).

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and outcomes and potential root causes, (2) an implementation plan for programs, practices, and systems that address those disparities, (3) an evaluation rubric and accountability standards for measuring success, (4) training plans and (5) an ongoing plan for continuous improvement. The Governing Board acknowledges its existing policies and administrative regulations developed to advance equitable outcomes for all students, including without limitation, School Governance and Student and Family Engagement (BP 3625), Wellness (BP 5030), Student Discipline (BP 5144 et seq.), Transgender Students (BP 5145.3), Quality Schools Development (BP 6005), Parent Involvement (BP 6020), Ethnic Studies (BP 6143.7), and Community Engagement Facilities (BP 7155). Any amendments to these policies and related Administrative Regulations should be made in furtherance of this policy.

This policy intends to improve academic opportunities for all students and reduce achievement gaps between groups of students, by proactively working to eradicate inequities that perpetuate negative stereotypes about groups of students, marginalize students or staff who seek to disrupt institutional bias, and restrict access to rigorous academic programs for certain groups of students based on race, special education placement, being a designated English Language Learner, and other factors. [CS1]

Students deserve to be educated in environments that respect them as individuals, including their racial and ethnic diversity, thereby facilitating successful academic outcomes. District students must be honored and valued in every classroom by supporting their social, emotional and cultural needs. Some ways that this can be achieved include, without limitation, district-wide emphasis on Social Emotional Learning, hearing and listening to student voices through restorative justice practices, professional learning including on implicit bias and beliefs, , staff recruitment and induction processes, and culturally responsive teaching pedagogy.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection)
20 U.S.C. § 1703 (Equal Educational Opportunity)
42 U.S.C. § 2000c et seq. (Desegregation)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

BP 5032

EQUITY POLICY

PURPOSE

Oakland Unified School District (the “District”) students are at the heart of the District’s equity policy. In the District, we hold the powerful belief that equity is providing students with what they need to achieve at the highest possible level, and graduate prepared for college, career, and community success. The Governing Board seeks to understand and to interrupt patterns of is policy also confronts institutional bias at all levels of the organization, (whether conscious or unconscious,) that results in predictably lower academic achievement most notably for students of color. Eliminating individual and institutional bias (e.g. race based, identity bias, economic) will increase achievement and graduation rates for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

[Editorial Note: This paragraph was moved from the end of version 1.6:] While the primary focus of this equity policy is on race and ethnicity,¹ the District also acknowledges other forms of social inequalities and oppression, including gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster youth, involvement with the dependency or juvenile justice systems, and students with disabilities and learning differences, and how .–these different forms of oppression intersect. The District is committed to explicitly identifying and addressing all disparities in educational outcomes for the purpose of targeting areas for action, intervention and investment.

The District acknowledges that complex societal and historical factors contribute to the inequity within our dDistrict. Nonetheless, rather than perpetuating the resulting disparities, the District will establish administrative regulations to enact this Policy that will include: (1) a clear plan and timeline for identifying gaps in educational experiences

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~~and outcomes and potential root causes, (2) an implementation plan for programs, practices, and systems that address those disparities, (3) an evaluation rubric and accountability standards for measuring success, (4) training plans and (5) an ongoing plan for continuous improvement. will address and overcome these inequities and the institutional bias which exists throughout the organization, thereby providing all students the opportunity to graduate and be college, career and community ready. The Governing Board acknowledges its existing policies and administrative regulations developed to advance equitable outcomes for all students, including without limitation, School Governance and Student and Family Engagement (BP 3625), Wellness (BP 5030), Student Discipline (BP 5144 et seq.), Transgender Students (BP 5145.3), Quality Schools Development (BP 6005), Parent Involvement (BP 6020), Ethnic Studies (BP 6143.7), and Community Engagement Facilities (BP 7155). Any amendments to these policies and related Administrative Regulations should be made in furtherance of this policy.~~

This policy ~~intends s necessary because in order~~ to improve academic opportunities for all students and reduce achievement gaps between groups of students, ~~the District mustby~~ proactively working to eradicate inequities that ~~exist throughout the organization (centrally and in school sites), which serve to perpetuate~~ negative stereotypes about groups of students, marginalize students or staff who seek to disrupt institutional bias, and restrict access to rigorous academic programs for certain groups of students based on race, special education placement, being a designated English Language Learner, and other factors. [CS1]

Students deserve to be educated in environments that respect them as individuals, including their racial and ethnic diversity, thereby facilitating successful academic outcomes. District students must be honored and valued in every classroom by supporting their social, emotional and cultural needs. ~~Some ways that this can be achieved include, without limitation, by district-wide emphasis on Social Emotional Learning, hearing and listening to student voices through restorative justice eirelespractices, professional learning including on implicit bias and beliefs, regular morning meetings with students, staff recruitment and induction processes,~~ and culturally responsive ~~teaching~~ pedagogy.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection)
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