



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Equity Board Policy

Engagement and Second Reading of the  
Proposed Equity Board Policy



Presented by Devin Dillon, PhD and Curtiss Sarikey

Presented to Board of Education

March 23, 2016 v5

[www.ousd.org](http://www.ousd.org)



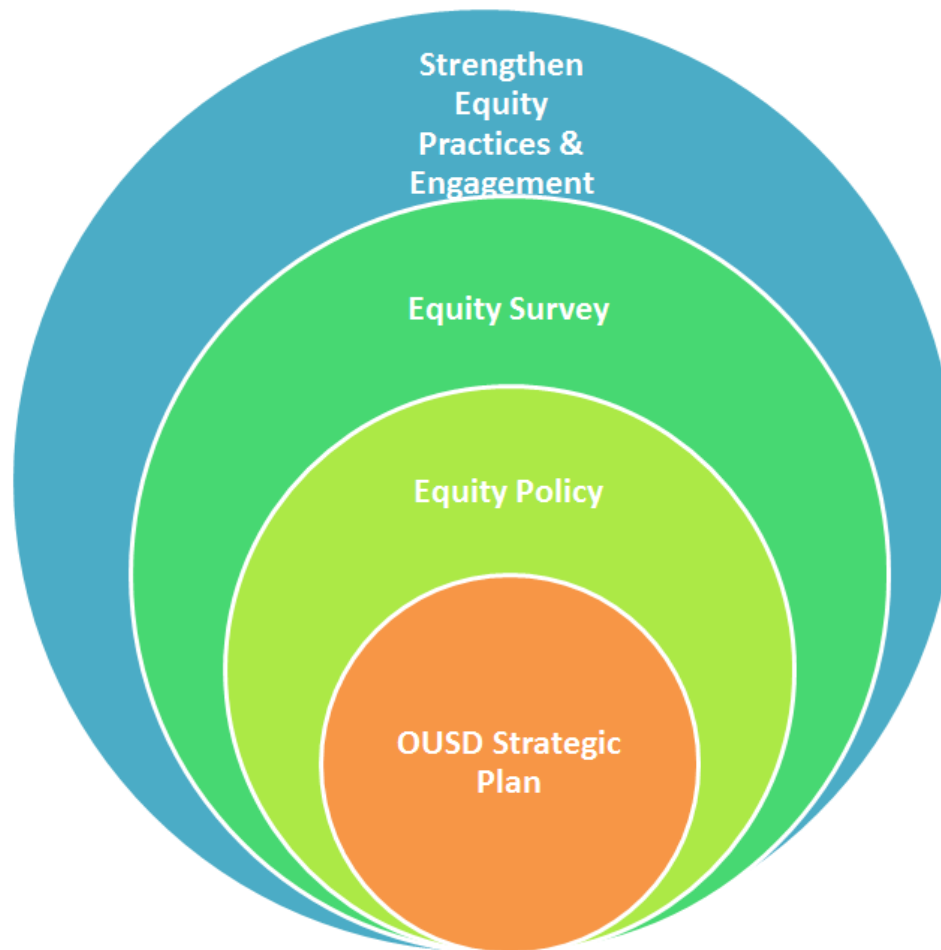
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# Purpose of Engagement: Part of Larger Work To Promote Equity

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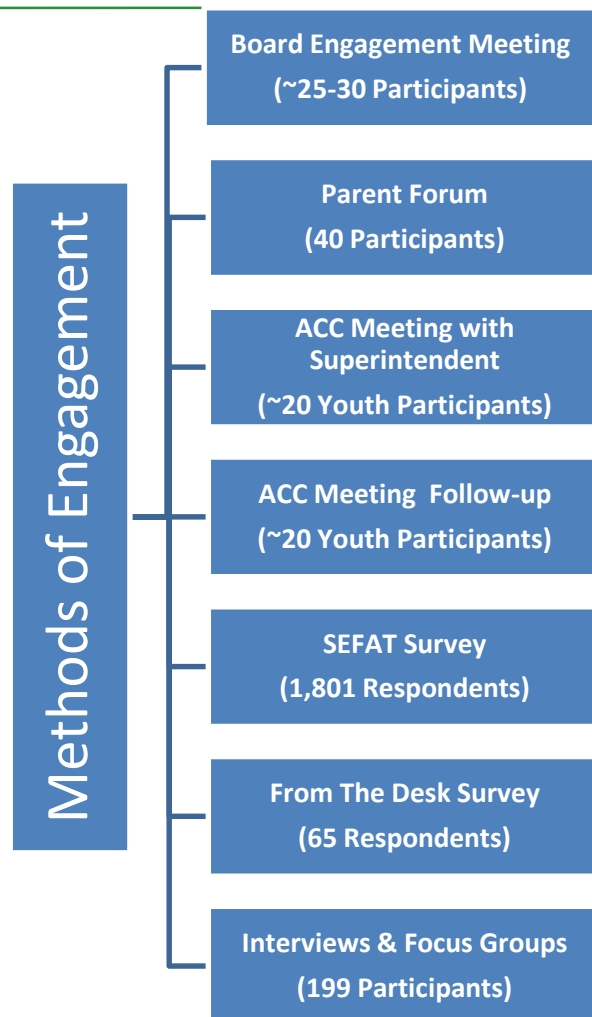


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# Engagement Process



Multiple methods of engagement to capture input from diverse groups of stakeholders District-wide



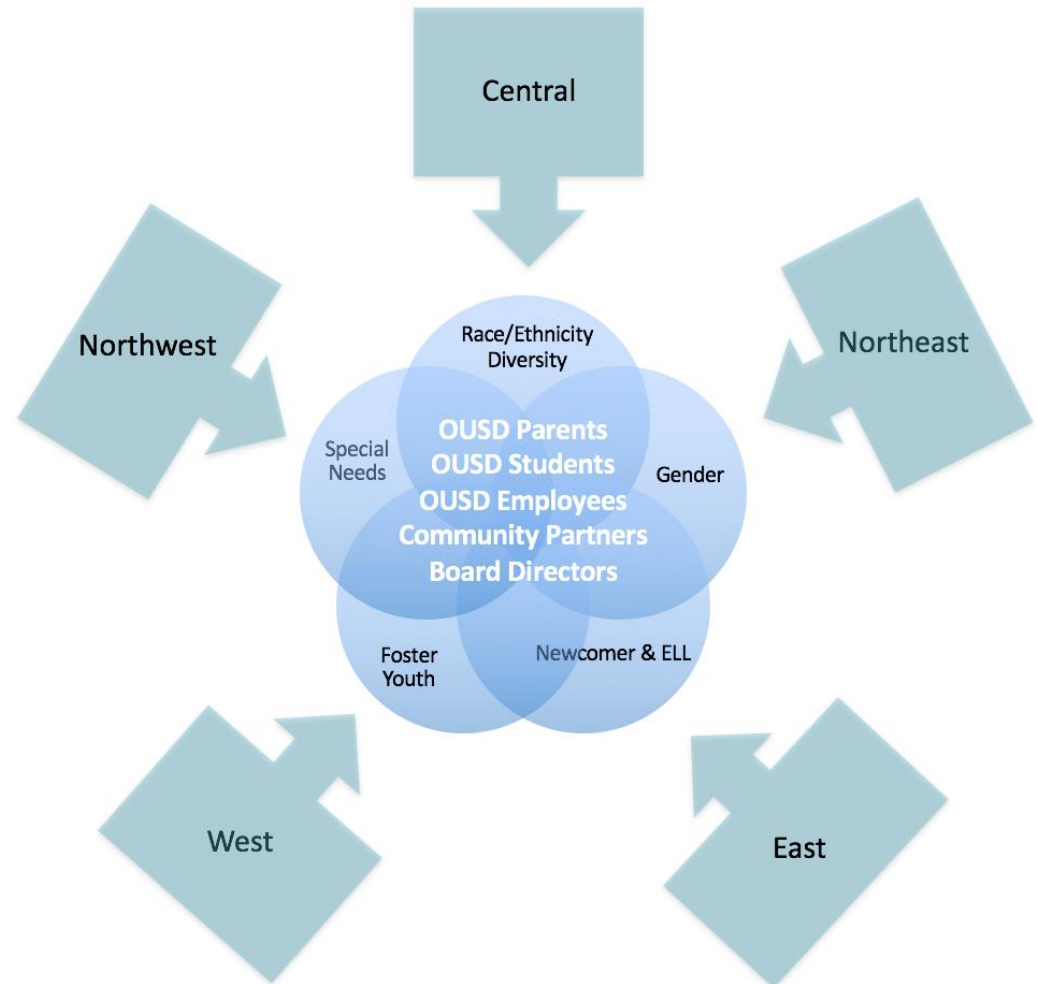
# Focus Groups & Interviews

## Who We Spoke With



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- **9 Student Focus Groups**
- **9 Parent Focus Groups**
- **6 Employee Focus Groups**
- **3 Community Partner Focus Groups**
- **7 Board Director Interviews**
- **5 Other Interviews**



# Focus Groups & Interviews

## What We Heard: Reactions to Proposed Policy



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**“You need  
equity to get  
to equal”**

-OUSD High School Student  
Focus Group Participant

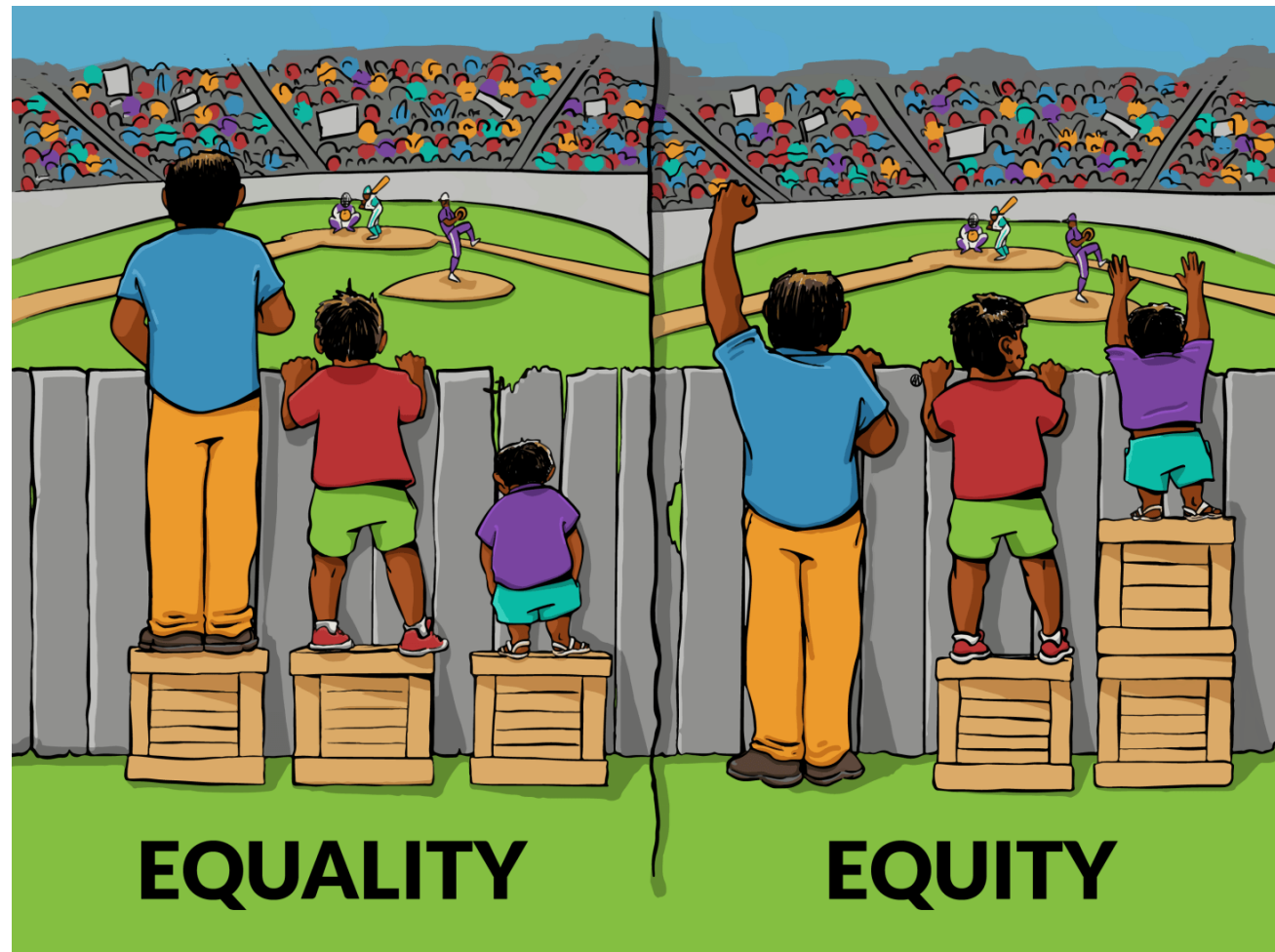


Image from  
Interaction Institute for Social Change

# Focus Groups & Interviews

## What We Heard: Reactions to Proposed Policy

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### Frequent Reactions to Policy Language

- The Policy needs “action-oriented” language and a clear philosophy.
- Equity defined as meeting individual student needs to allow all students to become college, career, and community ready.
- Equity defined in terms of access & process.
- General agreement about intent of the policy

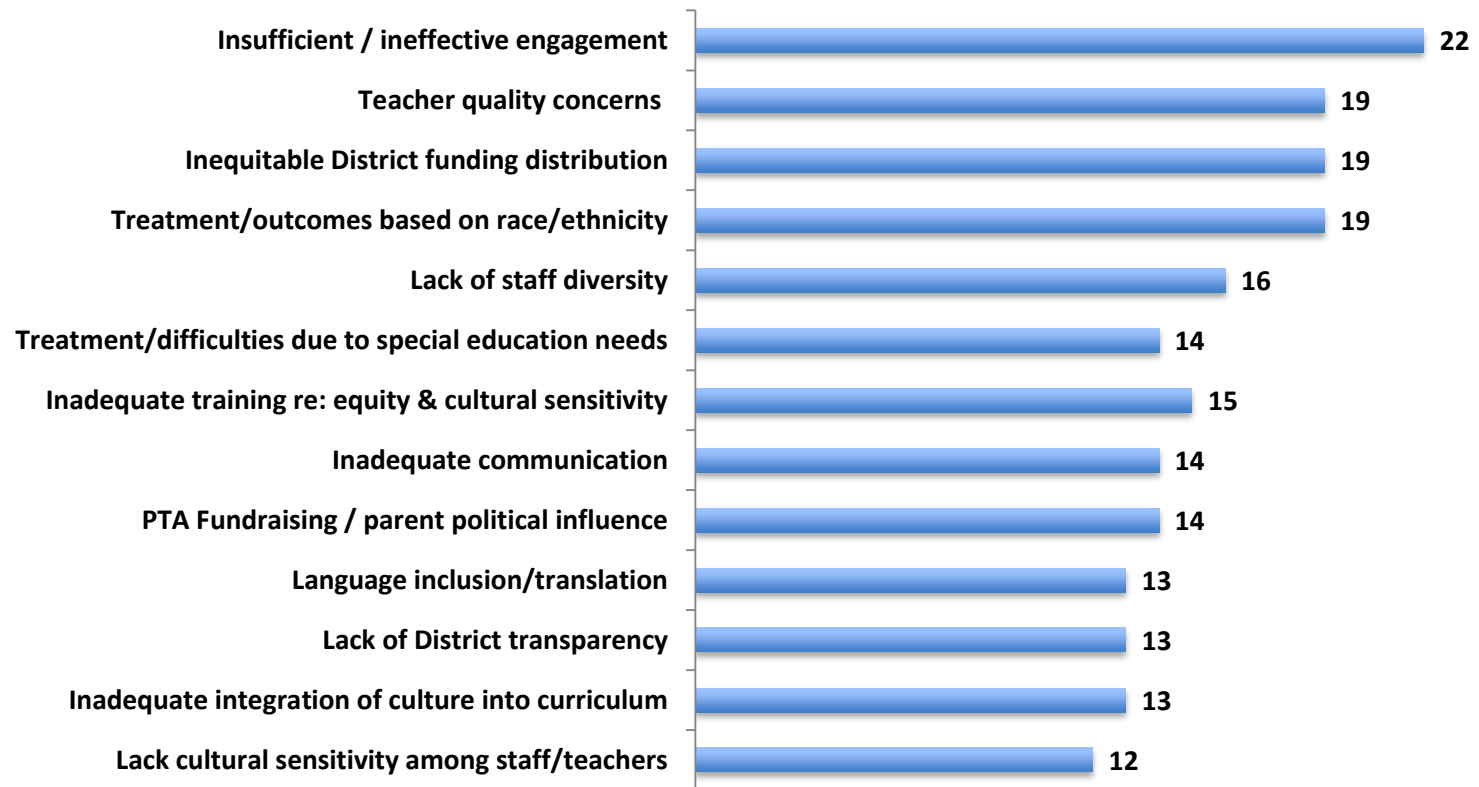
# Focus Groups & Interviews

## What We Heard: Identified Barriers to Equity



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### Equity within OUSD: Most Common Critiques / Concerns



\*Number represents number of discrete focus groups/interviewees who identified concern



# Focus Groups & Interviews

## What We Heard: Reactions to Proposed Policy

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### Implementation

Most participants wanted to know, “How do you plan to implement this policy? What comes next?”







# SEFAT Survey: Who took the baseline survey?

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**1,801 OUSD staff took the survey (37.6%)**

**970 Teachers (41.5%)**

**134 School Leaders**

**133 Instructional school support**

**178 Non-instructional school support**

**57 Cabinet/District leadership**

**85 Central Office Instructional Support**

**178 Central Office Non-Instructional Support**

**4 School Board**



# SEFAT Survey: Who took the baseline survey?

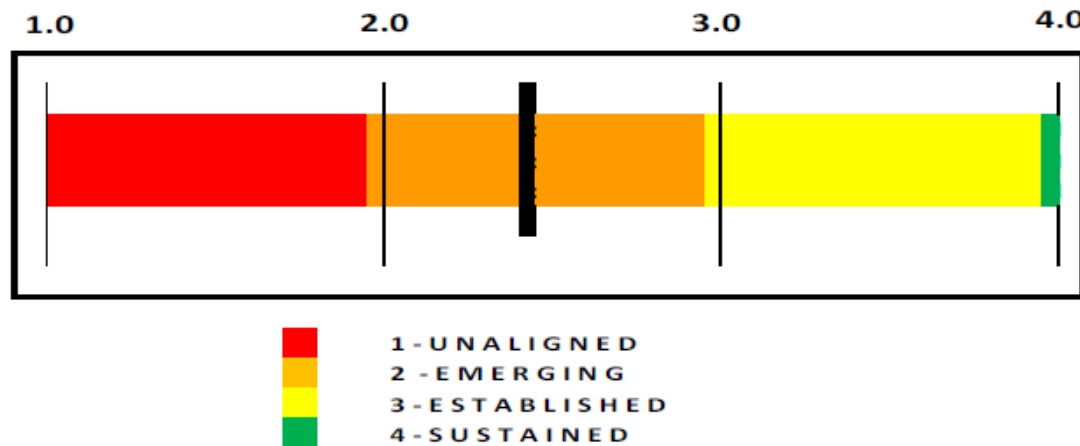
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- **More than half of all respondents were teachers (54%)**
- **About three out of four respondents were school-based**
- **Gender: 71% Female**
- **Race/Ethnicity**
  - **35% White**
  - **28% African American**
  - **10% Latino**
  - **12% Asian**
  - **6% Multi**
  - **0.4% Native American**



# SEFAT Survey: Baseline Results

Overall Score: 2.46 – Emerging



# SEFAT Survey: Two Key Focus Areas

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1. Work to maintain a highly-visible and intentional focus on the needs and success of all students before the needs of adults.
2. Work to make sure all students are engaged in learning rigorous academic and SEL (social emotional learning) material.

# SEFAT Survey: Next Steps

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**Continue to engage with employee groups about survey results to inform next phase of equity work in developing policy administrative regulations and implementation plan, with emphasis on two key focus areas.**



# Being Responsive: Modifying the Proposed Policy

Critical Feedback	Identified Opportunities	How revised Policy Language Responds
Lack of cultural sensitivity	OUSD-wide equity training	"...the District will establish administrative regulations to enact this Policy that will include...(5) training plans"; "professional learning including on implicit bias and beliefs"; "...culturally responsive teaching pedagogy."
Lack of clarity around meaning of "equity"/need for action-oriented language	Establish definition and clear action items in Equity Policy	"...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 District will establish administrative regulations to enact this Policy that will include: (1) a clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root causes; (2) an implementation plan for programs, practices, and systems that address those disparities..."



# Being Responsive:

## Modifying the Proposed Policy, cont'd

Critical Feedback	Identified Opportunities	How revised Policy Language Responds
<b>Lack of understanding of intersectionality</b>	Acknowledge multiple, overlapping forms of oppression	"While the primary focus of this equity policy is on race and ethnicity, 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."
<b>Need for concrete ways to support equity</b>	Identify but do not limit list of best practices	"Some ways that this can be achieved, include without limitation, 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."

# What Happens Next

## Return to Board with Plan and Implementation Timeline Winter/Spring 2017.

- **NOW:**
  - Completed RFQ for Strategic Equity Partner
  - Create Office of Equity
- **Spring/Summer 2016-Winter/Spring 2017:**
  - Work with stakeholders and strategic equity partner(s) to develop implementation plan, timeline and administrative regulations
  - Begin equity work (e.g. work with Dr. Eddie Fergus on disproportionality in referrals to Special Education)



# **EVERY STUDENT THRIVES!**



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