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Report to the Superintendent and Board of Education Engaging Community Around Equity BP 5032

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Overview

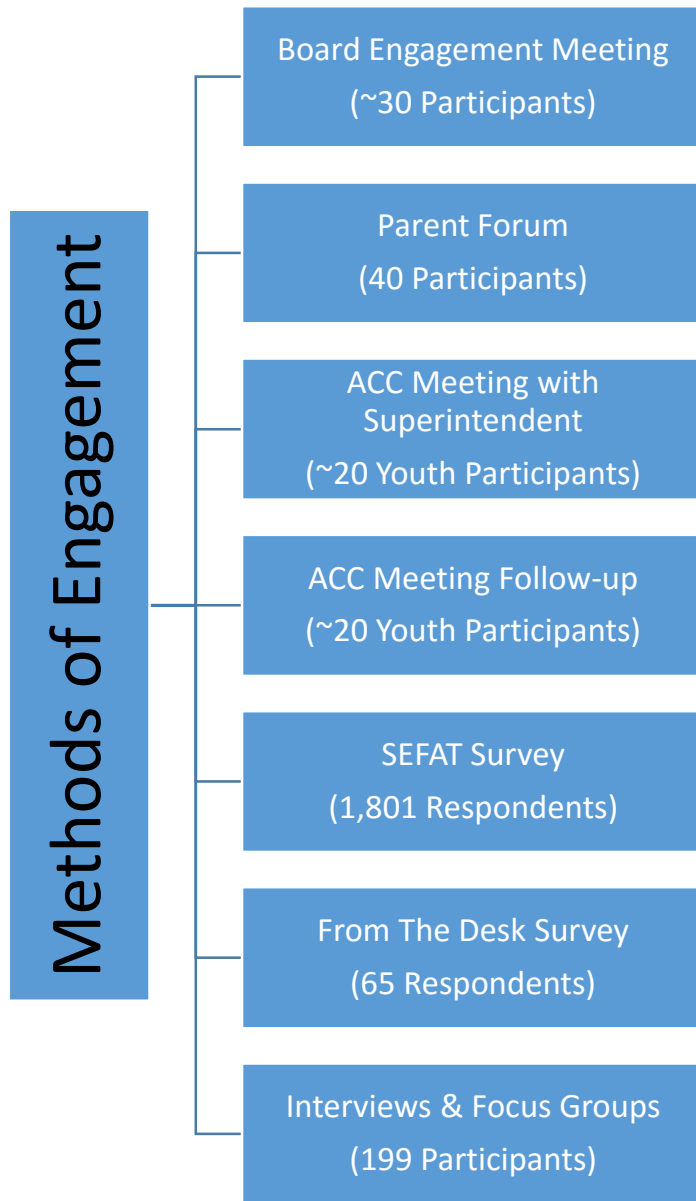
The Oakland Unified School District (“OUSD”) is proposing an Equity Policy (Proposed Board Policy 5032) that acknowledges how OUSD will seek to end forms of social inequalities and oppression across multiple demographic groups, including race, gender, gender expression and identity, sexual orientation, socioeconomic status, immigration status, involvement with the dependency or juvenile justice systems, and students with disabilities and learning differences. The policy’s primary purpose is to close achievement, opportunity and belief gaps between students from different groups and to address systems issues impacting the persistence of these gaps in achievement. The proposed Equity Policy will join a handful of other existing school district equity policies nationwide. School districts across the country are increasingly recognizing the need to eliminate educational inequities and institutional bias if they are to give all students the opportunity and support to reach their potential. By codifying equity guidelines in equity policies, organizations like OUSD are working toward ensuring that all students are able to graduate and to be college, career and community ready.

This proposed policy has its roots in OUSD’s Strategic Plan, Pathway to Excellence. During the 2014-2015 school year, a Strategic Plan Equity Sub-Committee met to review other school district’s work around equity nationwide, develop a first draft of an equity policy, and present this first draft to the Superintendent. After review and revision, OUSD then brought this initial draft of a policy before the Board of Education for a first reading on August 12, 2015.

Before bringing this policy to the Board of Education for a second reading, OUSD wanted to engage critical stakeholders, including students, parents, staff, teachers, administrators, community partners, and the Board Directors, about the proposed policy, gather reactions to its language and structure, and gather community perceptions of how terms like “equity” should be defined. To accomplish this, OUSD undertook a multi-pronged approach to engaging community around equity, generally, and around the proposed policy, specifically. First, the District developed an Equity Survey with Panasonic Foundation and administered this survey to 1,801 employees in Fall 2015. Next, the District embedded opportunities to engage around equity with students, parents, and

community at large through four large forums: two meetings with the All-City Council, one Parent Forum with the Superintendent, and one breakout session during a Board Community Engagement Meeting. Finally, OUSD hired The NIAM Group (led by Malo Hutson, Ph.D., MCP, who has a specialization in equity and social justice research) to conduct a series of focus groups and interviews with multiple stakeholders District-wide to gather input about the proposed policy directly. OUSD chose to use a third-party, rather than its own staff, to conduct focus groups and interviews to allow for candid conversations in small group settings (or in individual interviews). Additionally, OUSD promoted an online survey about equity open to the public embedded in the Dr. Martin Luther King, Jr. holiday *From The Desk of the OUSD Superintendent* letter focused on equity. Approximately 2,175 individuals were reached through these combined efforts.

Figure 1 – Overview of Engagement Process



Engagement Around Proposed Equity Policy

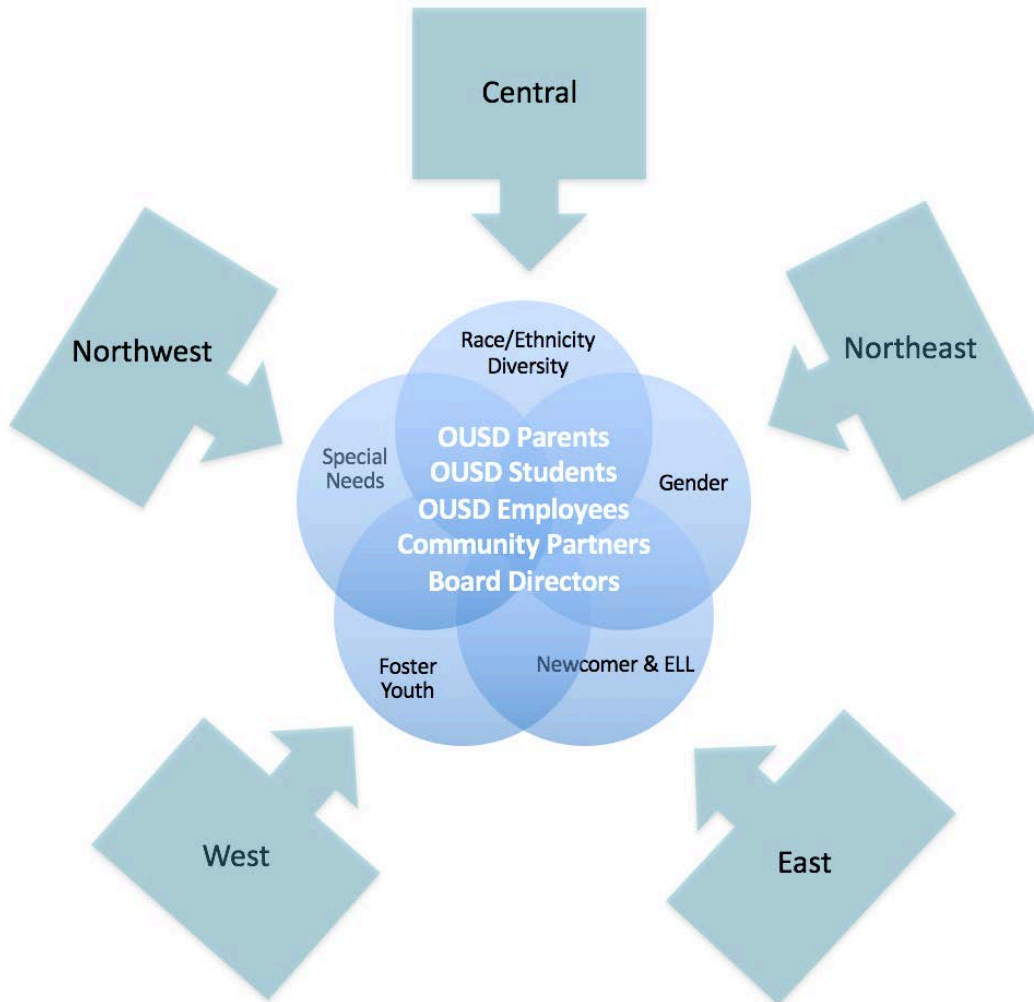
This section details the engagement process specific to soliciting input around the proposed Board Policy 5032 through focus groups and interviews. This engagement process began in November 2015. Before speaking with students, parents, and staff, before the close of 2015 the Deputy Chief of Community Schools and Student Services and consultants convened two meetings with key community partners and stakeholders to co-construct the engagement process. In these two meetings, participants from several community organizations provided their immediate reactions to the proposed policy, reviewed proposed questions for different stakeholders, and provided input on strategies

for accessing students and parents of specific demographic groups. Some of these same participants later participated in a focus group.

Starting in late December 2015 and through February 2016, we completed interviews and focus groups with 199 individuals representing multiple stakeholders. OUSD wanted input from individuals with diverse relationships with OUSD, including students, staff (including Nutrition Services and Custodial Services classified staff), teachers, administrators (including Principals), parents, community partners, and School Board Directors. Among the 199 focus group participants and interviewees, consultants spoke with 64 students, 56 parents, 16 community partners (representing several community-based organizations that work directly with OUSD to improve outcomes for students, and the City of Oakland Mayor's Director of Education), 10 classified staff members, 26 other staff members or administrators at various levels (including principals and central office administrators), 19 teachers, and all seven School Board Directors. We coordinated three of the 27 focus groups through union contacts, specifically SEIU, OEA, and UAOS.

We also spoke with students from diverse socio-economic groups attending District-operated schools within each of the Strategic Regional Analysis (SRA) regions, including Central, East, Northeast, Northwest, and West, that self-identified as African American, Latino, Asian-Pacific Islander, and/or White, students that are also foster youth, and students that self-identified as lesbian, gay, queer, or gender neutral. We also conducted focus groups with students participating in the African American Male Achievement and Latino Men & Boys programs. We also made sure that we spoke with OUSD parents that self-identified across multiple racial/ethnic categories from each of the SRA regions, including African American, Latino, Asian or Pacific Islander, and White. Within these parent focus groups and interviews, we spoke with parents of newcomers (Yemeni families), parents from English-language learner households (Arabic, Spanish, and Vietnamese households), parents of students with special needs, parents from households with more than one student enrolled in District-operated schools, parents from households with students enrolled in both District-operated and charter schools, and parents with students with special needs enrolled in schools outside of the District at the expense of the District.

Figure 2 –Diversity of Focus Group & Interview Participants



In these focus groups and interviews, we asked questions to solicit reactions to the proposed policy and individual perceptions and definitions of “equity” and “equitable outcomes” through both personal experience and experience with a particular school site, and experience with OUSD as an entity or organization, generally, where appropriate.

Table 1 – Community Based Organizations That Provide Some Type of Input

Participating Community Based Organizations	Focus Group/Interview Participant	Assisted with Convening Focus Group	Meeting Participant
Alliance for Girls			
American Indian Child Resource Center			
Banteya Srei			
Bay Area Parent Leadership Action Network			
Black Organizing Project			
Californians for Justice			
Dimensions Dance Theater			
East Bay Asian Youth Center			
Girls Inc. of Alameda County			
Greater New Beginnings			
Love Never Fails			
Oakland Community Organizations			
Oakland Kids First			
One Circle Foundation			
The Unity Council			

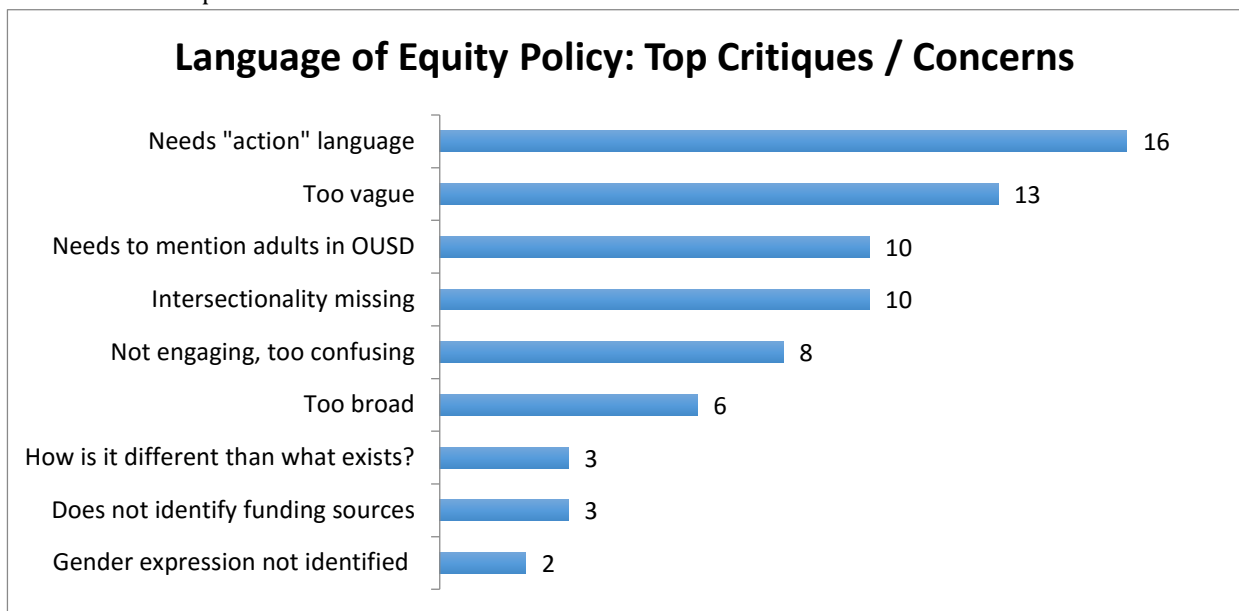
What We Heard: Focus Groups & Interviews

The interviews and focus groups with parents, teachers, staff, community partners, and in some instances Board Directors, have presented common themes around the language and structure of the policy, and how equity should be defined.

Reactions to the Policy

While many people responded favorably to the District proposing an equity policy, some had questions about the purpose of the policy, and others had comments and critiques to offer about the language of the policy. Graph 1 below illustrates the most common concerns we heard about the language of the proposed policy:

Graph 1



* Numerical values represent the number of discrete groups that mentioned the concern.

THE POLICY NEEDS ACTION-ORIENTED LANGUAGE AND IS TOO VAGUE: The most common reaction we heard was that the proposed policy needed some type of clearly stated purpose, philosophy or “action” item and/or that the policy was too vague. Common questions were “What is this for? What will it do? Who is this for? How does this differentiate itself from other equity work, or build on or improves on other equity work within the District?” (Community partners, parents, teachers, administrators, staff)

THE POLICY SHOULD BE RESTRUCTURED: We also heard that the policy structure was confusing, as it seemed to focus on race and ethnicity without excluding other criteria, but fails to state this until the last paragraph. The policy offers no specific course of action

to support the purpose, until the second to last paragraph where it offers very specific examples. (Community partners, parents, administrators)

THE POLICY INCLUDES KEY TERMS REQUIRE DEFINITION: Focus group participants responded that the policy uses terms like “institutional bias” without adequately defining these terms. The policy fails to fully address intersectionality, which for many stakeholders is very important to address in an equity policy that is going to be inclusive and purports to be more than a race and ethnicity policy. Some expressed concern that the language was inaccessible. (Community partners, parents, administrators)

THERE ARE MISSING ELEMENTS: Stakeholders observed that the memorandum stated that the policy is intended to both eradicate inequities throughout the organization and close achievement gaps, but that the proposed policy did not include any language that directly referenced the roles that various adults (teachers, administrators, staff) within the organization have in impacting student achievement, or the need to address equity in recruiting and hiring practices, staffing, and professional development. A common theme across multiple focus groups was that resolving inequitable outcomes for students meant directing attention at the adults. (Parents, Community Partners, Staff, Administrators)

Table 2 below illustrates how OUSD has modified the proposed policy to be responsive to these concerns.

Table 2 – Revisions to Proposed Board Policy Responsive to Input

Proposed Board Policy 5032 “Equity Policy” Revisions			
Language from First Reading	Revisions / Additions to Policy for Second Reading	Location in Text	Responsiveness of Revision
N/A	"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."	Par. 1, sent. 2	Acknowledges that students start from different places, and need different forms and amounts of support to reach equivalent outcomes
N/A	"The Governing Board seeks to understand and to interrupt patterns of institutional bias at all levels of the organization..."	Par. 1, sent. 3	Responds to requests for the District to define terms like "institutional bias" while also recognizing that part of the District's equity work will be to unpack the complexity of institutional bias before working to resolve it.
"While the primary focus of this equity policy is on race and ethnicity, the District also acknowledges and will seek to end	"While the primary focus of this equity policy is on race and ethnicity, the District also acknowledges other forms of social inequalities and	Par. 2, sent. 1	Foregrounding these statements about other forms of inequities by moving them up to the second paragraph emphasizes the comprehensive policy

<p>other forms of social inequalities and oppression, including gender, sexual orientation, socioeconomic status, immigration status, foster youth, and students with disabilities and learning differences.”</p>	<p>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”</p>		<p>focus; responds to requests for acknowledgement of intersectionality; responds to requests for more complete reference to gender-related forms of oppression</p>
<p>“...the District 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.”</p>	<p>“...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, (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, 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.”</p>	<p>Par. 3, sent. 2</p>	<p>Responds to requests for the Policy to establish clear action items</p>
<p>“This can be achieved by hearing and listening to student voices through restorative justice circles, regular morning meetings with students, and culturally responsive pedagogy.”</p>	<p>“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.”</p>	<p>Par. 5, sent. 3</p>	<p>Responds to requests for increased engagement, retains mention of restorative justice, references equity & cultural competency in education, training, and hiring practices.</p>

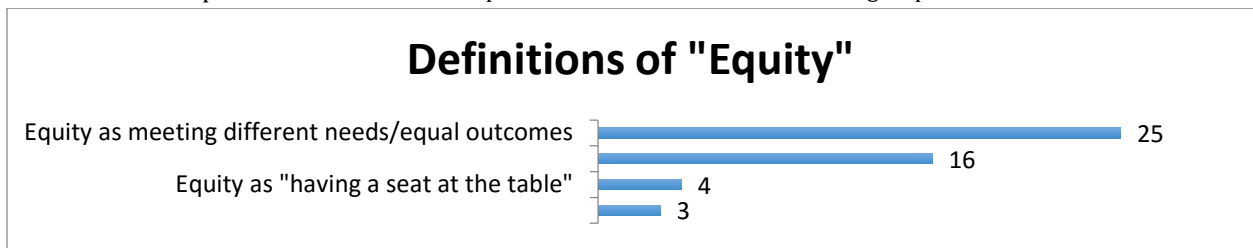
Defining Equity

While the focus groups and interviews did not reveal a consensus around a definition of equity, the majority of interviewees and participants defined equity as meeting individual student needs to allow all students to become college, career, and

community ready, or “meeting students where they are at.” Some asked for language that directly embodied that concept while explicitly not conflating “equity” with equal. (Parents, Community Partners, Administrators, Teachers, Students). This mirrored feedback from most of the Board of Education Directors.

The second most dominant definition of equity to emerge was defining equity in terms of process, or fair and equal access to programming, quality schools, quality teachers, and other services needed to lead to equitable outcomes. Some participants and interviewees that also focused on defining equity in terms of process did so in the context of starting with the definition of meeting different students’ individual needs discussed above, while a few focused mostly on process and notions of equality and fairness. Graph 2 below shows some of the most common definitions we heard for the term “equity.”

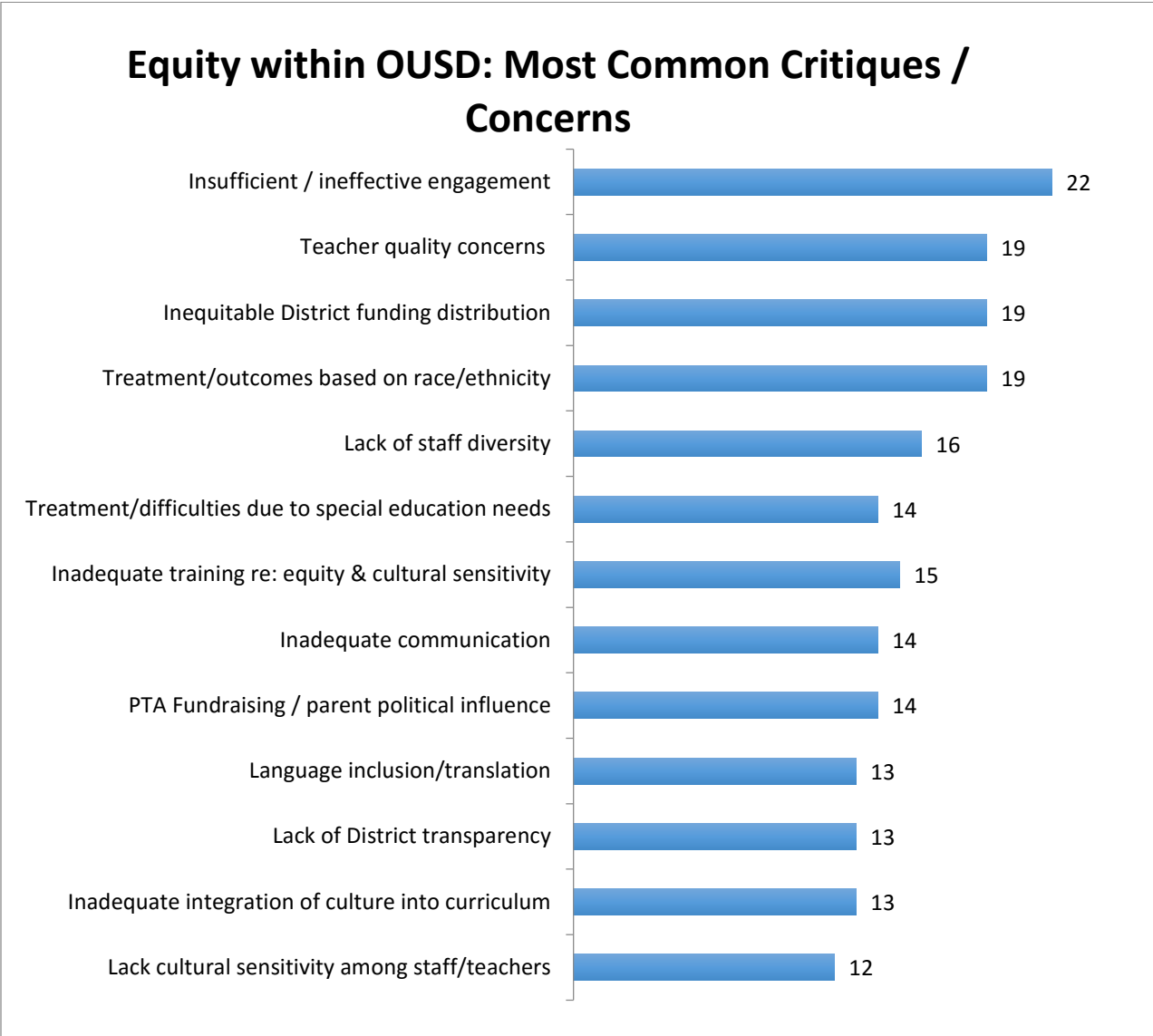
Graph 2 * Numerical values represent the number of discrete focus groups that mentioned the idea.



Identified Barriers to Achieving Equity

During focus group meetings and interviews, participants and interviewees offered their experiences within and with OUSD to help illustrate how they defined equity. Participants and interviewees often related these experiences as barriers to achieving equitable outcomes within OUSD. The focus groups and interviews revealed approximately 37 categories of concern/identified barriers. Graph 3 lists the most commonly cited concerns.

Graph 3 * Numerical values represent the number of discrete groups that mentioned the concern.



We grouped some of the various barriers participants and interviewees identified into broad categories for ease of analysis. For example, nearly all parents and student groups of color expressed concerns about the quality of some teachers within OUSD

although these concerns took various forms. One student spoke to a teacher's qualifications to teach a particular subject, "I have a teacher who has a degree in history but they make her teach English . . . she is a good teacher but it is hard for her because doesn't know what she is doing." Other students spoke to the lack of cultural sensitivity exhibited by teachers, "There are a lot of teachers that are not culturally competent. They don't know what's going on with the student. They already have a bias against students, who they are, what they do." And others spoke of the capacity for teachers "to connect with" students. These various comments are grouped as commenting on the quality of teachers, while the second comment is also grouped with other comments from parents, staff, and students about lack of training around equity and cultural sensitivity among OUSD staff, generally.

Certain concerns were typically raised together. For example, for students and parents of color, the topic of integrating cultural sensitivity into both the professional development of staff was coupled with the desire to see more teachers that look like them. As one student stated, OUSD should hire more "black and brown" teachers not only to improve the level of cultural competence among teaching staff, but to inspire students: "If there is an African American teacher the students [meaning African American students] would want to get to his level." Related priorities for many parents and students included seeing their culture and identity fully integrated in the curriculum in a consistent and meaningful way.

Another example is how some students connected the need for the curriculum to be culturally sensitive with the need for additional equity and cultural training for all teachers and staff. Of particular concern for students of color who self-identify as LGBTQ was how current efforts to discuss various identities, including race/ethnicity, gender expression, and sexual orientation, and how these identities intersect, are inadequate. As one student stated, "A lot of times, when it comes to teaching about intersectionality, everyone is worried about making other people uncomfortable, trying not to make white people uncomfortable – but they have to feel uncomfortable. If we are serious about equity, and making us feel safe here, and it is not a joke, then it is critical for them to learn about us too and not just themselves." Other students reported being asked to self-identify and then to speak on behalf of their "group."

Also important, what we cannot illustrate with graphs is how certain topics may not have emerged among many groups, but still emerged as critical issues for specific racial/ethnic demographic groups. For example, African American, Latino, Asian/Pacific Islander, and White parents and students expressed concerns that teachers and school staff treat students and families differently based on race/ethnicity, and that teachers and staff lack cultural sensitivity, or there is inadequate training in this particular area. African American, Latino, and Asian/Pacific Islander students and parents also expressed concern that their culture was inadequately represented in the curriculum. In stark contrast, *only* Asian-Pacific Islander students, and community partners that worked with these youth,

expressed concern that their demographic group was “invisible” or inadequately represented in OUSD’s ongoing dialogue about racial equity.

If we group stakeholders by their relationship to OUSD (student, parent, employee, community partner, or Board Director) we can also see which concerns or identified barriers emerged in conversations with which groups (and in some cases, among some members of every group). Table 2 lists all of the categories of identified barriers that came up in interviews and focus groups, and which groups of stakeholders raised the issue or concern. While this does not provide information about frequency of the concern coming up in focus groups, it does show how diverse groups of stakeholders identified similar concerns.

Also worth noting is that some focus group participants coupled discussion of certain barriers to achieving equitable outcomes District-wide with discussion of how to transform the identified barrier into an opportunity to promote equity. For example, multiple focus group participants shared their belief that District resources skew toward supporting high-performing schools, which are typically located in higher-income neighborhoods (and therefore also have greater access to external funding sources, like PTA fundraising). In this context, several parent focus groups spoke of the difference in PTA capacity to fundraise depending on where a school is located, and how that plays a role in the quality of education at different school sites. Parents from more affluent school sites, however, also discussed how PTA fundraising could potentially become a funding resource to benefit students District-wide if schools site PTAs were required to fundraise in partnership with schools with less fundraising capacity, or were required to contribute PTA funds to a “collective pot.”

Table 3

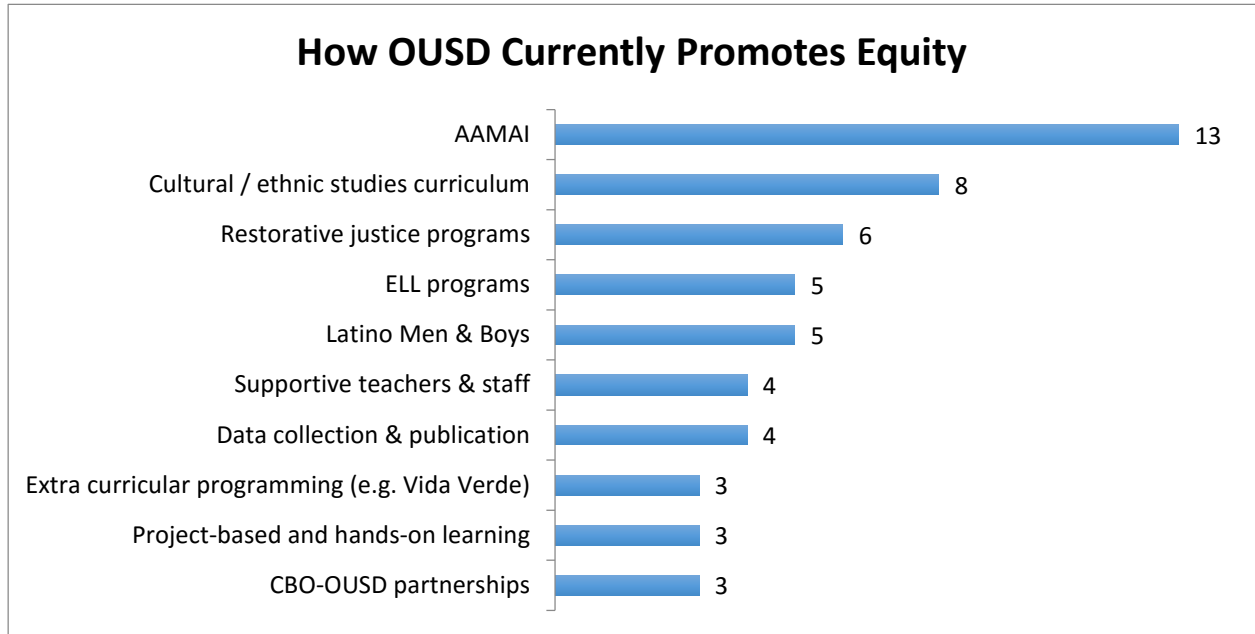
Commonly Cited Barriers to Equity	Groups/Interviewees that Identified Barrier				
	OUSD Students	OUSD Parents	OUSD Employees	Board Directors	Community Partners
Improve communications	X	X	X		X
Improve language access/provide translation	X	X	X	X	X
Inequitable District funding distribution	X	X	X	X	X
District funding should follow student		X	X		X
Teacher factors	X	X	X	X	X
Quantity of teachers	X	X			
PTA Fundraising / parent political influence & inequitable outcomes		X		X	X
Lack cultural sensitivity among staff/teachers	X	X		X	X
Racial/Ethnic/Class Segregation within District/School Site	X	X	X		
Treatment/outcomes based on race/ethnicity	X	X	X		X
Treatment/outcomes based on gender	X	X	X		X
Treatment/outcomes based on sexual orientation*	X	X	X		
Treatment/difficulties faced because of special education needs		X	X	X	X
Treatment/difficulties faced because of religion	X		X		
Invisibility/lack of incorporation of group into dialogue about racial equity	X			X	X
Inadequate representation of demographic in teachers/administrators/PTA	X	X	X	X	X
Inadequate integration of culture/identity into curriculum	X	X			X
Quality of facilities	X	X	X	X	
Quality of food	X				
Inadequate training within OUSD around equity and cultural sensitivity	X	X	X	X	X
Lack of District transparency			X		X
Insufficient / ineffective engagement (family, student, staff, etc.)	X	X	X	X	X
Inadequate health / mental health services		X	X	X	X
Failure to build on CBO work					X
Poor pay for District staff	X	X	X		
Need professional development for staff	X	X	X	X	
Need to expand support services beyond Title I schools		X	X		
Under-attention to newcomers		X	X	X	X
Racial equity efforts limited to race, esp. African Americans, should be broader				X	X
Lack of libraries & librarians	X	X			
Need to strengthen partnerships with city & community		X	X	X	X
Conflict between interests of different racial groups	X	X		X	X
Insufficient exposure / naming of biases	X			X	X
Transparency around school assignment	X	X	X	X	
Conflict of interest with individualized education plan process	X		X		
Isolation from other families	X				X
Need to strengthen Union/District Relationship			X		

*Note: we have not yet conducted a focus group with students identifying as LGBT at the time of this writing. We are scheduled to conduct this focus group.

What is Working Well

Some focus group participants and interviewees praised the African American Male Achievement Initiative work and the Latino Men and Boys work, and asked to see more initiatives mirror these efforts across multiple demographics. (Students, Parents, Community Partners, Administrators, Board Directors) Graph 4 below provides a breakdown of the most common ways participants reported seeing OUSD currently promoting equity:

Graph 4



* Numerical values represent the number of discrete groups that mentioned the topic.

What We Heard: Parent Forum, Board Engagement, and All City Council Meetings

The engagement around the proposed Equity Policy also included OUSD-directed engagement efforts around the concept of what OUSD could do to promote equity. These events included the February 6, 2016 Parent Forum with the Superintendent in District 6, a breakout session during the January 25, 2016 Board Meeting, and two All City Council forums on November 19 and December 10, 2015.

These forums did not involve analyzing the language of the proposed policy directly, or asking participants the set of questions asked within focus groups and individual interviews. These forums did involve, however, some direct discussion of how OUSD could define, prioritize, and achieve equity district-wide. We analyzed the notes from these meetings to see where the conversation and comments related to the proposed policy.

Within these forums, participants expressed definitions of equity that defined equity in two ways, first in terms of meeting different students' needs to achieve equitable outcomes and second in terms of an "equal" process, focusing on fair and equal access to quality instruction and programs. Across these forums, the quality of instructors and District communications emerged as the most frequently cited examples of potential barriers to achieving equity district-wide. The next most frequently mentioned items related to the need for increased training within OUSD around equity and cultural sensitivity, increased transparency in decision making (including budgeting) and increased engagement.

What We Heard: From the Desk Survey Responses

This engagement effort also included an electronic survey sent out on January 18, 2016 to recipients of the *From The Desk of the Superintendent* communication. The questions on this survey were similar to the questions we asked within focus groups and interviews. We did not interact directly with respondents, and were unable to determine from every response whether the respondent was a parent, student, teacher, staff member, or community partner, or what part of the City the respondent lived in and/or which school site (if any) the respondent had a relationship with. Because of this we analyzed the information gleaned from this survey differently and do not attempt to extract common themes from specific groups. In all, we analyzed 65 discrete, non-replicated survey responses returned to the questions sent out on January 18, 2016. This provided 260 opportunities to provide feedback (as there were 4 questions per survey).

Defining Equity

Not unlike the input collected through focus groups, interviews, and engagement meetings described above, a distinct divide emerged between respondents who described “equity” and “equitable outcomes” as defined by “equal” treatment, and those who felt equity is about “leveling the playing field.” This debate manifested in the topic of resource distribution amongst schools. Some respondents felt that schools should receive “equal” resources (distributed according to enrollment), while others favored providing more resources to lower-performing schools. Additionally, while some respondents advocated for ensuring that all students have access to the same resources, opportunities, and support, others argued in favor of providing higher-need/under-privileged students with additional resources and support. Five respondents raised the concern that directing additional resources to high-need student groups may effectively decrease resources and worsen outcomes for all other students. Of the total sample of 65 survey respondents, 20 provided responses that centered around providing “equal” treatment to promote equity, while 19 provided responses that prioritized providing differentiated treatment that directed the most concentrated support toward highest-need students.

Identified Challenges and Successes With Promoting Equity

Language inclusion emerged as a major theme, both for students and their families. Some cited ELS programs as an example of the District is already doing well in terms of promoting equity, while others suggested that ELL students are one of the groups the District most frequently leaves behind, as well as one of the groups left farthest behind. Similarly, some cited the hiring of more multi-lingual staff as an example of how the District is working to improve communication and increase family inclusion, while others noted

that the District lacks adequate multi-lingual services. Several respondents noted that translation for families at all District meetings would be an essential next step in improving inclusion.

Increasing the number and quality of **counseling services** was another key topic. Most respondents who discussed the need to prioritize counseling services referred specifically to health and nutrition counseling (7 respondents), though others described college counseling as a particularly high-priority need (4 respondents). Within the discussion around hiring and retaining **high-quality teachers**, respondents specifically pointed to paying teachers higher salaries, and offering expanded professional development opportunities, and reducing reliance on volunteers and teaching assistants as ways to improve teacher quality and increase teacher retention rates. Establishing **equity training** for OUSD staff at all levels as well as for parents (especially parent leaders in PTAs) appeared in two responses. A third respondent suggested incorporating equity into curriculum to train students how to act to promote equity as well.

Several responses centered around the influence of **PTAs** at school sites. Several respondents mentioned that equity training will be essential for PTA members so they, as leaders within the OUSD community, can effectively promote equity; several others mentioned that PTAs are more influential and better able to marshal resources in wealthier areas, which leads to inequitable outcomes.

Throughout the responses, there exists some confusion of “equal” and “equitable” treatment. For example, one respondent advocated for “focus[ing] resources on the schools that have traditionally been under-served”, yet in his/her following sentence defined equity as “Equal availability of and access to resources for all persons”. This confusion indicates the need for equity training not just for OUSD staff, but also for the broader OUSD community, including families & students.

How this Relates to Content from the SEFAT Survey

OUSD also administered an equity survey in partnership with the Panasonic Foundation. 1,801 OUSD staff, or 37.6% of staff, took this survey, including 970 Teachers, 134 School Leaders, 133 Instructional School Support staff, 178 Non-instructional School Support staff, 57 Cabinet/District leadership personnel, 85 Central Office Instructional Support staff, 178 Central Office Non-Instructional Support staff, and 4 School Board Directors. More than half of all respondents were teachers, and about three out of four respondents were school-based. OUSD’s overall score from this survey, which asked 12 questions relating to equity, indicates that OUSD staff perceives that OUSD has some level of understanding of what will promote equity, but that OUSD would have to take intentional action to implement systems changes to be able to break the links between race, poverty, and educational outcomes. The OUSD SEFAT team will continue to engage

participating employee groups and the Board around the SEFAT data to encourage deeper discussion of results, implications for their work and the work of the district.

Next Steps

OUSD has taken this input and has made modifications to the language of the proposed policy. OUSD has also completed the Request for Qualifications process for Strategic Equity Partners and has identified three potential equity partners through that process. OUSD also intends to immediately create an Office of Equity.

The next phase of work will be led by the new Deputy Chief, Office of Equity, in partnership with strategic equity partner(s), and various District stakeholders, to develop the implementation plan and draft the administrative regulations for the Equity Board Policy. OUSD plans to return to the Board of Education with a plan and implementation timeline in Winter/Spring 2017.