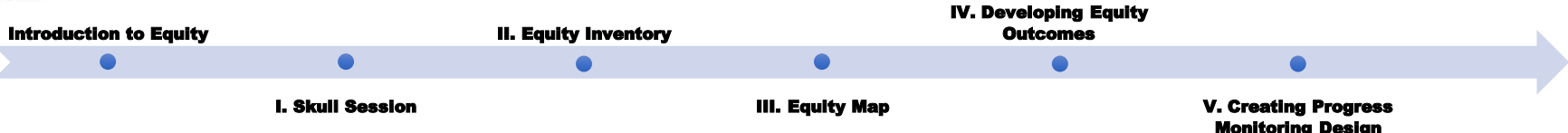




COLLECTIVE EQUITY UPDATE – February 2021



Work Completed	Participants	Outcomes Based on Work Completed
<ul style="list-style-type: none"> Skull Session and Equity Inventory 	<ul style="list-style-type: none"> School Site Administrators, District Leadership and Superintendent 	<ul style="list-style-type: none"> Established the role of the OPUSD Leadership Team Developed a working definition of equity Reviewed four types of data: Demographic, Student Learning, Perception, and Process and determined key data points for consideration of further analysis
<ul style="list-style-type: none"> Introduction to Equity activity for Teachers 	<ul style="list-style-type: none"> Elementary, Middle, High School Principals 	<ul style="list-style-type: none"> Developed Equity Introduction presentation to present to staff at a staff meeting in January 2021 Prepped Administrators for presentation
<ul style="list-style-type: none"> Equity Sessions 	<ul style="list-style-type: none"> DETF Committee Members 	<ul style="list-style-type: none"> Build community with all members of the DETF through establishing Norms for meetings Identified data beyond achievement data Identified behaviors that increases results Established measurable goals
<ul style="list-style-type: none"> Equity Facilitation Discussions 	<ul style="list-style-type: none"> Racial Healing, Justice and Protection Policy and Personnel Ableism and Disabilities 	<ul style="list-style-type: none"> Determined needed data to attain goals for subcommittee Determined ways to recruit for diversity Established new interview and application process
<ul style="list-style-type: none"> Equity Training Session 	<ul style="list-style-type: none"> Board of Education and Superintendent 	<ul style="list-style-type: none"> Reviewed role and responsibility of BOE in relation to policy and procedures regarding equity in District
<ul style="list-style-type: none"> Reviewed Math Data and Disproportionality 	<ul style="list-style-type: none"> Director, Curriculum and Instruction and Assistant Principal 	<ul style="list-style-type: none"> Determined some students placed in two-year algebra pathway Reviewed Intervention Needs of the students placed on this pathway Plan to work with Department to review this option
<ul style="list-style-type: none"> Overview of Equity in OPUSD 	<ul style="list-style-type: none"> Parent Community 	<ul style="list-style-type: none"> Provided overview of the Collective Equity work to the Parent Community Shared outcomes of the Equity work completed and next steps Responded to all questions asked during the session
<ul style="list-style-type: none"> Q and A on BYOD and Equity 	<ul style="list-style-type: none"> Director Technology and Technology Committee 	<ul style="list-style-type: none"> Reviewed research on BYOD and equity Determined Cost will still be a factor with BYOD Reviewed core reason/purpose for BYOD

		<ul style="list-style-type: none"> ▪ Rethink BYOD and research virtual servers as an option to address access for all
<ul style="list-style-type: none"> ▪ Q and A regarding Equity 	<ul style="list-style-type: none"> ▪ All Teachers of OPHS English Department 	<ul style="list-style-type: none"> ▪ Relieved of some pressure from doing the wrong thing regarding equity
<ul style="list-style-type: none"> ▪ Introduction to Equity Session 	<ul style="list-style-type: none"> ▪ All Elementary, Middle, High School Teachers, School Psychologists, Counselors 	<ul style="list-style-type: none"> ▪ Teachers are hopeful and have a positive outlook on moving forward with the equity work

Summary of Findings:	Recommendations:
<ul style="list-style-type: none"> ▪ High degree of concern tied to equity and inclusion of diverse students. Based on letters and parent interviews concerning racism, microaggressions, cultural competence. 	<ul style="list-style-type: none"> ▪ Current student voice is needed though an equity survey provided to the students in the system. ▪ Equity Consultant sessions with students.
<ul style="list-style-type: none"> ▪ High degree of concern of teachers feeling ill prepared or some not seeing any challenges that exist to have conversations, and address matters tied to diversity, culture, and equity 	<p>Teachers engage in Professional Learning through a well-developed Equity Plan that includes Professional Learning, opportunities for group discussions, collaboration. Complete Collective Equity Sessions</p> <ul style="list-style-type: none"> ▪ Survey Teachers on effectiveness of sessions.
<ul style="list-style-type: none"> ▪ A degree of concern for site administrator's preparedness to address the concerns tied to diversity, inclusion, and equity that support staff and students. 	<ul style="list-style-type: none"> ▪ Administrator targeted Professional Learning to address inequities that support teachers and diverse student needs ▪ Analyze Perception and process data more thoroughly ▪ Complete Collective Equity Session scheduled and an Equity Survey
<ul style="list-style-type: none"> ▪ A degree of concern tied to policies regarding discipline provided to students based on incidents of diversity, culture, and harassment. 	<ul style="list-style-type: none"> ▪ Continue to work with DETF subcommittee to bring key policy to the BOE for approval. ▪ Train Counselors in developing a Restorative Equity program to use for disciplinary practices with students
<ul style="list-style-type: none"> ▪ A degree of concern tied to students placed in two-year Algebra classes not being eligible to complete A-G requirements or access to same education pathways as other students. 	<ul style="list-style-type: none"> ▪ Review process for placement of students in two-year Algebra ▪ Review support/intervention provided to students in middle school to ensure access to multiple pathways prior to entrance into high school and access A-G requirements ▪ Analyze data as to which students are placed in two-year Algebra courses
<ul style="list-style-type: none"> ▪ A degree of concern for African American and Hispanic students who feel disconnected from their peers at our schools. 	<ul style="list-style-type: none"> ▪ Schedule Collective Equity sessions with students to determine the "Why"
<ul style="list-style-type: none"> ▪ A degree of concern for students receiving Special Education Services and their performance on standardized tests. 	<ul style="list-style-type: none"> ▪ Review the data more in-depth to analyze where support is needed.