**Orange County Schools
Equity Plan Working Document
2021-2022**

Orange County Schools Commitment:

In February 2019, The Orange County Schools Board passed Board Policy 1030, Equity in Education to demonstrate the district's commitment to actively and continuously eliminating disparities in educational opportunities in all its schools and to creating and supporting an environment of equal, equitable, unbiased and culturally responsive learning in a fair and safe system.

Orange County Schools acknowledges persistent racial intolerance, inequities and academic disparities in our district. The Board establishes this policy in an effort to eliminate racial intolerance, other forms of intolerance, inequities of opportunity, and academic disparities in our district.

The Orange County Schools Board of Education is committed to actively and continuously eliminating disparities in educational opportunities in all its schools, creating and supporting an environment of equal, equitable, unbiased and culturally responsive learning in a fair and safe system.

Equity is critical to the success of our schools, our students, and our community. (Policy 1030, Equity in Education)

## Orange County Schools Context:

Student Demographics 2020-2021:
- 52% White

- 25.63% Hispanic
- 14.08% Black
- 6.62% Multiracial
- 1.50% Asian
- 0.17% Native American
- 0% Pacific Islander
- Male 51.67% Female 48.33%

Services
- 10.07% identified as English Language Learners (ELLs)
- 12.10% receive special education services
- 22.15 % eligible for Free & Reduced Price School Meals
- 17.41% Academically & Intellectually Gifted (AIG)

What is Equity?
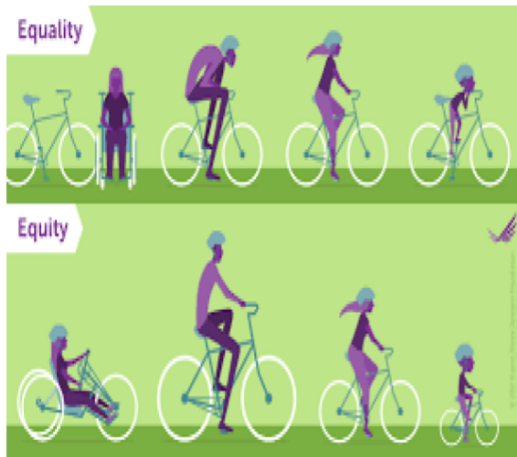
Equity means ensuring every student has the right support and services to succeed in school and life. It goes beyond equality to fostering a barrier-free environment for all students. Focusing on equity in our schools helps us identify and remove barriers and find pathways of support so we can meet the needs of all OCS students.

- **Equity means ensuring every student has the right support and services to succeed in school and life.** Having a district focus on equity helps us identify and remove barriers and find pathways of support that meet the needs of all OCS students.
- **Equity does not mean equal and equity does not mean less.** Equality means every student gets the same educational services and instruction, but a "one size fits all" approach to education doesn't work for many students. Equity means each student gets the services and support that they need. Instead of taking away from some students and giving to other students, equity requires us, as educational leaders, to reimagine how we deliver instruction and provide resources in a way that doesn't benefit some students while creating a deficit for others.

Why Does Equity Matter?

Equity matters because every one of our OCS students matter. Equity matters because every one of our OCS students deserves to be supported and celebrated. Equity ensures that we are providing those opportunities for all students and embracing the diversity of our community. Improving equity in OCS helps everyone. A great education has the power to not just improve a student's life, but uplift an entire community.

EQUITY IN ORANGE COUNTY SCHOOLS

How Do We Define Equity:

Equity means ensuring every student, regardless of background, has the right support and services to succeed in school and life.

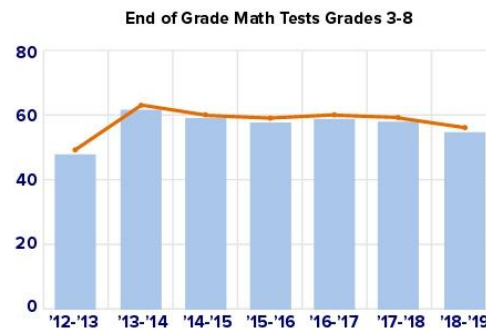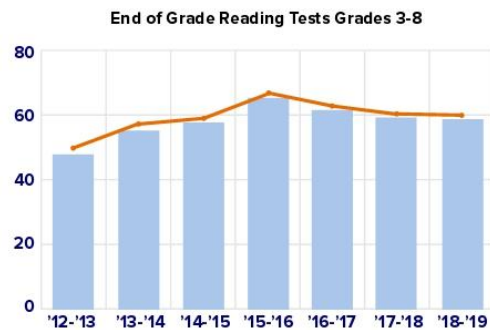**Our Equity Policy Helps OCS:**

- develop and promote a culture of high expectations for all students,

- identify and eliminate lack of access to opportunities,

- find pathways of support and

- raise the level of achievement for all students...

So We Can Meet The Needs Of All OCS Students.

Every OCS student deserves equal access to an excellent education, but this isn't currently the case. Our data tells a clear story:

Since 2012, achievement data for all students has been stagnant:

End of Grade Reading Tests Grades 3-8

'12-'13 '13-'14 '14-'15 '15-'16 '16-'17 '17-'18 '18-'19

End of Grade Math Tests Grades 3-8

'12-'13 '13-'14 '14-'15 '15-'16 '16-'17 '17-'18 '18-'19

ORANGE COUNTY SCHOOLS
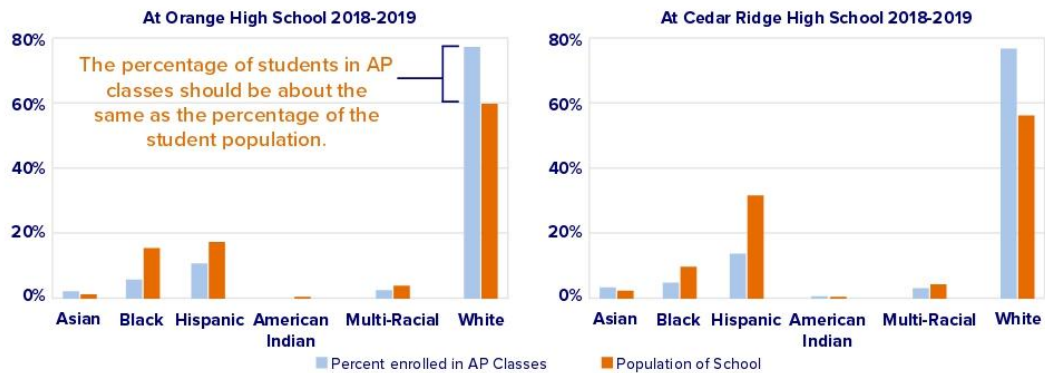Hillsborough, North Carolina

Students are falling behind.

Our students who are Black, Latino/Hispanic, economically disadvantaged, have disabilities, students who are experiencing housing instability, students in foster care and English language learners—**have scored in the bottom half on:**

End of Grade Reading Tests Grades 3-8

EDS: Economically Disadvantaged Students   **LEP:** English Language Learners   **SWD:** Students with Disabilities
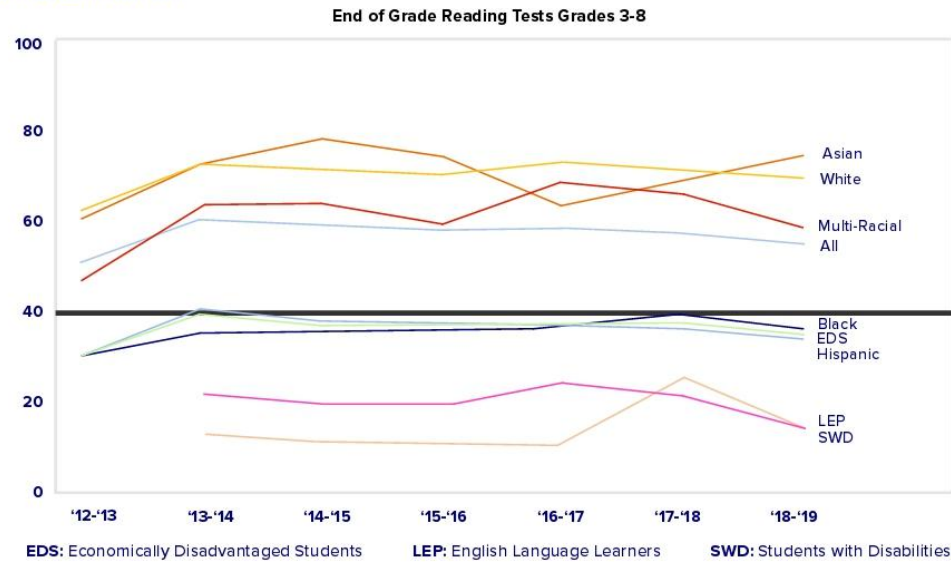
Our students of color, as well as white students, are underrepresented in our advanced courses and programs.

Take AP class enrollment as an example:

At Orange High School 2018-2019

The percentage of students in AP classes should be about the same as the percentage of the student population.

At Cedar Ridge High School 2018-2019

■ Percent enrolled in AP Classes   ■ Population of School

As we uncovered the number of students of color who should be in the advanced courses, we also learned there were white students who should be in these courses as well. **Focusing on equity in our schools helps us identify and remove barriers so we can meet the needs of all OCS students.**

5

Our Black students are more likely to be suspended.

From 2018 - 2020, our Black students are **14 percent** of the OCS student population

but made up **36 percent** of out of school suspensions.

Support for all students to prosper.

Our community thrives when all of our students receive the support they need to reach their potential and are able to prosper.

Research has found that:

	Students in integrated schools have higher average test scores.[1]	Low-income students attending more affluent schools scored roughly two years of learning ahead of low-income students in high-poverty schools.
	Learning in integrated settings can enhance students' leadership skills.[2]	A study of college students found that the more often first-year students were exposed to diverse educational settings, the more their leadership skills improved.

[1] Card & Rothsen, 2007. Racial segregation and the Black-White test score gap. https://www.sciencedirect.com/science/article/abs/pii/S0047272707000503
[2] Bowman, 2013. How much diversity is enough? The curvilinear relationship between college diversity interactions and first-year student outcomes. https://www.researchgate.net/publication/257658414_How_Much_Diversity_is_Enough_The_Curvilinear_Relationship_Between_College_Diversity_Interactions_and_First-Year_Student_Outcomes

More about Equity at OCS:
www.equityinocs.com

6

Our Plan for Continual Improvement:

Our plan for eliminating racial intolerance, other forms of intolerance, inequities of opportunity, and academic disparities begins with the OCS Equity Framework which shows us those areas where we must look to identify disparities and where we need to focus our strategies. While the OCS Equity Framework tells us where to look for disparities and where to direct our strategies, the OCS Equity Goals help us design the strategies needed to eliminate those disparities and achieve equitable outcomes.

Pillar: The Educational Experience

Focus: Culturally Relevant Teaching and Safe, Inclusive, Affirming Environments: Equity in Orange County Schools means ensuring every student has access to high quality instruction and curricula that are relevant, racially, culturally and linguistically inclusive and historically accurate and ensuring that every student, staff, and family feels safe, heard, affirmed, and supported in their matriculation and tenure in Orange County Schools.

- [The Benefits of Culturally Responsive Teaching](#)
- [Culturally Responsive Teaching & The Brain](#)
- [Why Culturally Responsive Practices](#)

Pillar: Equity Embedded Leadership

Focus: Professional Development and Capacity Building, Self-Reflection, and Support- Equity in Orange County Schools means ensuring that every School Board member, district leader, school administrator, teacher, and staff member has the skills, mindset, and knowledge to create, lead, and support environments and learning experiences that are equitable, unbiased and racially, culturally and linguistically responsive and affirming.

Pillar: Equity Guided Decision Making

Focus: Equitable Policy, Practice, and Resource Allocation- Equity in Orange County Schools means ensuring that every decision, policy, practice, and allocation of resources is critically examined to determine its alignment with the district equity goals and definition of equity and re-allocating resources, reimagining practices, and revising policies to ensure equitable outcomes for all students, families, schools, and staff

Pillar: Collective Responsibility

Focus: Authentic Family and Community Engagement and Collaboration towards a Culture of Equity- Equity in Orange County Schools means ensuring that we are being intentional in listening to families, community, students, and staff, who are closest to the inequities and have historically been pushed to the margins and silenced and and partnering as a community to examine and understand the historical context of the racial inequities in OCS, to identify and eliminate all inequities, and to create a shared culture where the district definition of equity is realized.

OCS Equity Goals

OCS Equity Goals

Goal 1: Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities *(The Educational Experience)*

Goal 2: Create safe, inclusive, racially, culturally and linguistically affirming and relevant spaces and experiences *(The Educational Experience)*

Goal 3: Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge *(Equity Embedded Leadership)*

Goal 4: Recruit, hire, support, and retain a staff that reflect the diversity of the district and mirrors the demographics of the OCS student population *(Equity Guided Decision Making)*

Goal 5: Make decisions, draft policies and allocate and utilize resources that are aligned to the district Equity Policy. Assess the racial and equity impact of decisions, policies, and resource allocation and identify strategies to address inequities *(Equity Guided Decision Making)*

Goal 6: Engage staff, students, families, and the entire community in developing, cultivating and sustaining a culture of equity *(Collective Responsibility)*

Equity Goal 1: Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities

By 2026, OCS will eliminate inequities in access to opportunities, and raise the level of achievement for all students by providing all schools with direct, individualized support in effectively implementing instructional models, strategies, school structures, and programs that have success with eliminating achievement, access & opportunity gaps for those students for whom the disparities exist.

Alignment to Strategic Plan and Equity Emphasis:
Goal 1 Teaching Tomorrow's Leaders: Through a multi-tiered system of support, all learners will excel by having access to and benefiting from rigorous curriculum and instruction that is research/evidenced based to prepare them for college, career, and civic engagement.

Equity Emphasis: Identify and address inequities in curriculum and instruction, in order to close the achievement, access & opportunity gaps.

Baseline Data: 2020-2021 State Accountability Results

Key Measures:
- Each year through 2026, the performance composite for African American, Latino, English Language Learners, Economically Impacted students and Students with Disabilities will increase by at least 10 percentage points

- Each year through 2021-2026, the graduation rate for African American, Latino, English Language Learners, Economically Impacted students and Students with Disabilities will increase by at least 3 percentage points each year

2021-2022 Key Strategy: By 2022, OCS will research evidence based instructional models, strategies, school structures, and programs that have success eliminating achievement, access and opportunity gaps for African American, Latino, English Language Learners, Economically Impacted students and Students with Disabilities

Measures: What data will be analyzed?
- 2020-2021 State Accountability Results
- Equity Audit results and implementation of recommendations
- Parent/Guardian, students, and staff surveys and focus groups data
- Equal Opportunity School (EOS) assessment
- Assessment data
- Achievement test scores
- Graduation rates
- Advanced course, AP, IB, Honors, and College and Career Promise participation and performance
- AIG headcounts by student groups
- School and district discipline data
- Arts Education and Career and Technical Education course offerings and enrollment data
- Exceptional Children demographic and referral data
- ACT scores/college career readiness data

Action Steps	Who is Responsible	Progress Measures/ Evidence of Implementation
Review and analyze district data, identify district wide gaps in achievement, access, opportunity and support and the student groups for whom the gaps exist	- Superintendent Cabinet - School Improvement Teams - OCS Board Student Achievement Committee - OCS Board	2020-2021 State Accountability Results
Introduce models of Culturally Relevant Instruction as an evidenced based model of instruction for all students and for addressing achievement gaps	- Deputy Superintendent - Chief Equity Officer - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator	
Decide on which model of Culturally Relevant Instruction OCS will adopt	- Deputy Superintendent - Chief Equity Officer - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator	
Identify professional development on the chosen model of Culturally Relevant Instructional and those strategies of instruction that have success in eliminating achievement gaps for those students for whom the gaps exists	- Deputy Superintendent - Chief Equity Officer - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Executive Director of Exceptional Children - English Language Development	

	Facilitator	
Engage in book and research article studies of the chosen model of Culturally Relevant Instruction and strategies of instruction and school structures that have success in eliminating achievement gaps for those students for whom the gaps exists	- Deputy Superintendent - Chief Equity Officer - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator	
Develop and implement a family and community engagement plan to discuss student achievement, the district's plan to address gaps in achievement, access, and opportunity, the benefits of Culturally Relevant Instruction for all students and as a model for eliminating achievement gaps for those students for whom the gaps exists	- Superintendent - Deputy Superintendent - Chief of Schools and Achievement - Chief Equity Officer - Chief of Public Information & Family Engagement - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator	
Research programs that have success in eliminating the access and opportunity gaps that exist in OCS and for the students for whom the gaps exist and identify which programs OCS will utilize	- Superintendent - Deputy Superintendent - Chief of Schools and Achievement - Chief Equity Officer	
Implement programs that have success in eliminating the access and opportunity gaps that exist in OCS and for the students for whom the gaps exist	- Superintendent - Deputy Superintendent - Chief of Schools and Achievement - Chief Equity Officer - School Principals	Partnership with Equal Opportunity Schools

Equity Goal 2: Create safe, inclusive, racially culturally and linguistically affirming, relevant and sustaining spaces and experiences

By 2026, OCS will provide every student with high quality and culturally relevant instruction and curriculum in inclusive, emotionally supportive environments that are free from discrimination by implementing culturally relevant and sustaining pedagogy and utilizing racially, culturally and linguistically affirming and inclusive practices in all OCS schools

Alignment to Strategic Plan and Equity Emphasis:
Goal 4 Empowering Culture: Cultivate supportive partnerships among families, schools, and community stakeholders to support students' well-being and ensure all students have what they need to be successful.

Equity Emphasis: Identify and remove barriers and engage in culturally responsive practices that strengthen connections and communication with families, students, and the community.

Baseline Measure:
- Student discipline data
- Panorama Social-Emotional Learning: Student Supports + Environment (Equity) survey

Key Measures:
- By 2026, the OSS and ISS suspensions for African American students will decrease by 5% each year from 2021-2026

- By 2026, the percentage of middle and high school students who report feeling that they are valued members of the school community will increase from 45% to 100%

Key Strategy: By 2022, OCS will identify and train staff on racially culturally and linguistically affirming and responsive classroom practices and cultural awareness in order to provide all students with an excellent education in a welcoming environment

Measures: *What data will be analyzed?*
- Curriculum Walks and classroom observations
- Administrator and staff and Professional Development Plans (PDP)
- Student SEL survey
- Student focus group data
- School Equity and Cultural Responsiveness Walkthrough
- Family and Community focus groups data
- Staff surveys and focus groups data

- Minutes from School Based Equity Teams; Equity Advisory Board; Equity Leads, and Student Equity Teams and Organization meetings
- Equity items on Teacher Working Condition Surveys
- Data on incidents of racial harm
- School and district discipline data

Action Steps	Who is Responsible	Progress Measures/ Evidence of Implementation
Review and analysis of discipline data, development of a plan to reduce in- and out-of-school suspensions, and review the role of and the district relationship with School Resource Officers (SRO) by Student Discipline Task Force	Director of Student Support Services	
Define cultural proficiency, what it looks like, and why it's essential to creating racially, culturally and linguistically affirming spaces and eliminating achievement, access and opportunity gaps	- Chief Equity Officer - Equity Leads	
Engage staff in cultural competence self-assessments in order for them to identify their strengths and gaps in skills, knowledge and awareness of their own culture and their interaction with others	- Chief Equity Officer - School Based Equity Teams	
Provide professional development and continual opportunities for staff to engage in reflection in order to increase their skills, knowledge and awareness in cultural competence and responsiveness	- Chief Equity Officer - School Based Equity Teams	

Define what racially, culturally and linguistically affirming classrooms means and what it result in for students	- Deputy Superintendent - Chief Equity Officer - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator - School Based Equity Teams	
Identify racially, culturally and linguistically affirming classroom practices and define what each looks like in instruction and classroom environment	- Deputy Superintendent - Chief Equity Officer - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator - Equity Leads	
Collect input on racially, culturally and linguistically affirming classroom practices from students	- Chief Equity Officer - Student Equity Team Advisors and Club Advisors	- Student focus groups - Superintendent Student Roundtable
Develop and implement a family and community engagement plan to discuss and get input on racially, culturally and linguistically affirming classroom practices	- Superintendent - Deputy Superintendent - Chief Equity Officer - Chief of Public Information & Family Engagement - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator	

Provide professional development in each of the identified racially, culturally and linguistically affirming classroom practices	- Chief Equity Officer - School Based Equity Teams - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator	
Create a racially, culturally and linguistically affirming classroom practice observation form	- Chief Equity Officer - School Based Equity Teams - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator	
Conduct classroom walkthroughs to observe and document racially, culturally and linguistically affirming classroom practice	- Superintendent Cabinet - School Principals	
Collect student input on the implementation and effectiveness (has it increased student sense of belonging) of racially, culturally and linguistically affirming classroom practice	- Director of Student Support Services - School Counselors	- SEL survey to students - Student focus groups
Collect family input on the implementation and effectiveness (has it increased family sense of belonging) of racially, culturally and linguistically affirming classroom practice	- Chief Equity Officer - Public Information & Community Engagement Officer - Family Outreach Coordinator - Family Liaisons - Flamboyan Fellows	Family focus groups

Identify and showcase racially culturally and linguistically affirming model classrooms	- Superintendent - Deputy Superintendent - Chief Equity Officer - Chief of Schools and Achievement - Public Information & Community Engagement Officer - Executive Director of Curriculum and Instruction - Executive Director of Literacy - Exceptional Children - English Language Development Facilitator - School Principals - School Based Equity Teams	
Highlight teachers, staff, students, families, and community partners who take the lead on advancing equity in OCS	- Superintendent - Deputy Superintendent - Chief Equity Officer - Chief of Schools and Achievement - Public Information & Community Engagement Officer - School Principals - School Based Equity Teams	Equity Warriors
Identify support for LGBTQ+ staff and students	- Director of Student Support Services - Lead School Counselor - Lead School Social Worker - Chief Equity Officer	- Train staff on how to support LGBTQ+ students - Employee Resource and Affinity Groups

Equity Goal 3: Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge

By 2026, OCS will actively train and support all administrators, teachers, and staff in creating culturally affirming and relevant

classrooms and schools and developing and promoting a culture of high expectations for all students

Alignment to Strategic Plan and Equity Emphasis:
Goal 3 Exemplary Staff: Recruit, hire, support, and retain culturally proficient and high-quality staff committed to providing all students with an excellent education in a welcoming environment.

Equity Emphasis: Hire and retain staff that reflects the diversity of the district and mirrors the demographics of the OCS student population and who are committed to becoming culturally proficient

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Baseline Measure: Principal Self-Assessment Form and pre-evaluation level of performance

Key Measure:
- By 2026, all school administrators will be rated as Accomplished or higher on Standard 1: Strategic Leadership of the North Carolina School Executive: Principal Evaluation rubric

- By 2026, all OCS district leadership will be rated as Accomplished or higher on Standard 1: Strategic Leadership of the North Carolina School Executive: Superintendent Evaluation rubric

Key Strategy: By 2022, OCS will provide school and district leadership with professional development and support in leading equity driven school improvement and strategic planning, defined by identifying achievement, access, and opportunity gaps, developing explicit strategies for the success of those students for whom the gap exists and monitoring strategies to ensure the needs of those students for whom the gap exists are being met

Measures: *What data will be analyzed?*
- District Strategic Plan
- School Improvement Plans
- Achievement data
- Principal Evaluations
- District Leadership Evaluations
- Principal Check in's
- Staff surveys and focus group data
- Professional Development offerings

Action Steps	Who is Responsible	Progress Measures/ Evidence of Implementation
Incorporate equity training and the development of school improvement plans through an equity lens into monthly leadership meetings with school principals and district leadership	● Chief Equity Officer ● Chief of Schools and Achievement	
Equity Leads serve on every School Improvement Team to ensure strategies are identified and monitored for students for whom the gap exists	● Chief of Schools and Achievement ● School Principals	
Incorporate school improvement focus into Equity Leads training	● Chief Equity Officer ● Chief of Schools and Achievement	
OCS School Board engage in annual racial equity training	● Chief Equity Officer ● OCS School Board	
Provide school administrators, district leadership and OCS School Board with weekly Equity Leadership Capacity Building resources and reflections	● Chief Equity Officer	
Provide OCS School Board with equity micro-trainings and support through Community Engagement meetings	● Chief Equity Officer ● OCS Board Community Engagement Committee Chair	
Partner with the Intercultural Development Research Association (IDRA) to provide Culturally Responsive Leadership training to district leadership	● Chief Equity Officer	

Equity Goal 4: Recruit, hire, support, and retain teacher and staff that reflect the racial and language diversity of the student population

By 2026, OCS will actively recruit, support, and retain a diverse workforce that reflects the diversity of the district and mirrors the demographics of the OCS student population.

Alignment to Strategic Plan and Equity Emphasis:
Goal 3 Exemplary Staff: Recruit, hire, support, and retain culturally proficient and high-quality staff committed to providing all students with an excellent education in a welcoming environment.

Equity Emphasis: Hire and retain staff that reflects the diversity of the district and mirrors the demographics of the OCS student population and who are committed to becoming culturally proficient.

Baseline Measure:
- OCS Demographic Report 20-21
- Staff of color focus group data

Key Measures:
- Each year through 2026, the Orange County Schools staff turnover rate (attrition + mobility) for African American staff and teachers will decrease by 3% and the gap between the demographic makeup of the school system's Latino and bilingual staff to Latino and bilingual students will decrease by 4%

- By 2026, 100% of staff of color and LGBTQ+ staff will report feeling that Orange County Schools is a supportive, welcoming, and inclusive work environment

Key Strategy: By 2022, OCS will assess the EDI (Equity, Diversity, and Inclusion) organizational culture and racial climate of the district and identify strategies for developing a supportive, welcoming, and inclusive work environment

Measures: What data will be analyzed?
- Staff focus group perception data
- Disaggregated OCS staff demographic data
- Disaggregated OCS staff attrition data

Action Steps	Who is Responsible	Progress Measures/

		Evidence of Implementation
Review and analyze district equity focus group and customer service data	● Superintendent Cabinet	
Share staffing data with principals, district leadership, and hiring managers	● Chief of Human Capital & Organizational Development Officer ● Chief of Schools and Student Achievement ● Director of Staffing and Licensure	
Define an EDI (Equity, Diversity, and Inclusion) organizational culture and why an EDI organizational culture and a positive racial climate are essential component of a supportive, welcoming, and inclusive work environment and recruiting and retaining diverse staff	● Chief Equity Officer ● Chief of Human Capital & Organizational Development Officer	
Identify tools for assessing the EDI organizational culture and racial climate of OCS	● Chief Equity Officer ● Chief of Human Capital & Organizational Development Officer	
Develop and implement a family and community engagement plan to discuss the benefits of a diverse staff for all students, for eliminating achievement, access and opportunity gaps, and creating welcoming environments	● Superintendent ● Chief Equity Officer ● Chief of Human Capital & Organizational Development Officer ● Chief of Public Information & Family Engagement	
Conduct focus groups with racially diverse teachers, district leaders, school	● Chief Equity Officer ● Chief of Human Capital &	

administrators, and staff as a means of assessing the EDI and racial climate of the district	Organizational Development Officer ● Family Outreach Coordinator	
Conduct focus groups with diverse families as a means of assessing the EDI and racial climate of the district	● Chief Equity Officer ● Public Information & Community Engagement Officer ● Family Outreach Coordinator ● Family Liaisons ● Flamboyan Fellows	
Conduct Employee Resource and Affinity Groups	● Chief Equity Officer ● Chief of Human Capital & Organizational Development Officer ● Family Outreach Coordinator	

Equity Goal 5: Make decisions, draft policies and allocate and utilize resources that are aligned to Policy 1030 Equity In Education. Assess the racial and equity impact of decisions, policies, and resource allocation and identify strategies to address inequities

OCS will counter unfair policies, programs, and practices that consistently result in negative outcomes for groups who are disadvantaged by these actions and ensure an equitable distribution of human, fiscal, and capital resources that prioritizes allocating and leveraging resources to directly support the elimination of achievement, access and opportunity gaps and the students for whom the gaps exist

Alignment to Strategic Plan and Equity Emphasis:
Goal 2 Excellence and Efficiency: The district will provide exemplary operational support to schools, staff, and community to ensure a focus on student learning.

Equity Emphasis: Ensure equitable distribution of human, fiscal, and capital resources across OCS.

Baseline Measures: OCS 2021-2022 Budget

Key Measure:
- By 2026, OCS will create and utilize equitable funding formulas and allocation structures that leverage resources to directly eliminate achievement, access, and opportunity gaps and support student groups who are affected by these gaps

Key Strategy
- By 2022, OCS will create a structure for reporting the allocation of human, fiscal, and capital resources across the district

- By 2022, OCS district leadership will create and consistently utilize an Equity Impact Assessment to assess the equity implications of existing and proposed policy, program, institutional practice, and resource allocations

Measures: What data will be analyzed?
- OCS Policy Manual
- Equity Impact Assessment implementation Checklist
- Financial Equity Analysis
- OCS 2022-2023 Budget

Action Steps	Who is Responsible	Progress Measures/ Evidence of Implementation
Create an OCS Equity Impact Assessment and protocol	● Superintendent ● Chief Equity Officer	
Train all school and district leadership in using the OCS Equity Impact Assessment	● Chief Equity Officer	
Ensure that every school and district leader and OCS Board member has a OCS Equity Impact Assessment card	● Chief Equity Officer ● Administrative Assistant/Board Specialist	
Post the OCS Equity Impact Assessment at all district meetings, including OCS Board meetings	● Chief Equity Officer ● Administrative Assistant/Board Specialist	

Assign an Equity Impact Assessment Leader as a task (like Note Taker and Time Keeper) at every Cabinet meeting whose role is to ensure that Equity Impact Assessment is utilized for each decision being made	● Superintendent	
Review Board policies utilizing the Equity Impact Assessment protocol	● Superintendent ● Chief of Human Capital & Organizational Development Officer ● Public Information & Community Engagement Officer	
Request of the Board Chair that an equity statement from Board Policy 1030, Equity in Education is read at the opening at each OCS School Board meeting as a reminder for Board members to maintain a focus on equity and as a means of framing the work that will follow	● Chief Equity Officer ● OCS Board Chair	
Post Board Policy 1030, Equity in Education at each Board meetings for Board members to refer to	● Administrative Assistant/Board Specialist	
Contract with an external consultant to conduct a district wide equity audit	● OCS School Board ● Superintendent ● Chief Equity Officer	
Create a structure for recording and sorting the allocation of human, fiscal, and capital resources across the district	● Superintendent ● Chief Finance Officer	
Create a schedule for reporting the allocation of human, fiscal, and capital	● Superintendent ● Chief Finance Officer	

resources across the district to the OCS Board and community	● OCS Board Budget Committee Chair	

Equity Goal 6: Engage staff, students, families, and the entire community in developing, cultivating and sustaining a culture of equity

OCS will engage with staff, students, parents/guardians and the entire community to build and sustain a culture emblematic of the ideals of Policy 1030 Equity in Education.

Alignment to Strategic Plan and Equity Emphasis:
Goal 4 Empowering Culture: Cultivate supportive partnerships among families, schools, and community stakeholders to support students' well-being and ensure all students have what they need to be successful.

Equity Emphasis:Identify and remove barriers and engage in culturally responsive practices that strengthen connections and communication with families, students, and the community.

Baseline Measure:
- Family focus group data
- 2020-2021 State Accountability Results

Key Measure: By 2026, OCS will create a system to engage the families of African American, Latino, English Language Learners, Economically Impacted students and Students with Disabilities in shared responsibility for creating a district and schools that reflect their vision for student and school success.

Key Strategy: By 2022, OCS will develop and consistently utilize a Listening for Equity protocol, to listen to and engage staff, students, families and community who have historically been pushed to the marginals in order to build trust and attune to the ways district structures impact inequitable outcomes.

Measures: What data will be analyzed?
- Parent/Guardian Focus group and survey data
- Student SEL Equity survey data
- School and district communications assessments
- Community Engagement Committee meeting minutes

Action Steps	Who is Responsible	Progress Measures/ Evidence of Implementation
Review and analyze focus group data to identify the impact of district structures (policies, practices, programs, and procedures) as a barriers to engagement, connection, and communication	● Superintendent Cabinet	
Collaborate with and receive feedback and input from the OCS Equity Task Force	● OCS Board ● Superintendent ● Chief Equity Officer ● Superintendent Extended Cabinet	
Define the Listening for Equity protocol	● Chief Equity Officer ● Orange County Government Alliance on Race and Equity (GARE)	
Engage OCS Native American families and communities	● Superintendent ● Deputy Superintendent ● Chief Equity Officer ● Chief of Public Information & Family Engagement	
Hold focus groups with the families of African American, Latino, English Language Learners, Economically Impacted students and Students with Disabilities	● Chief Equity Officer ● Public Information & Community Engagement Officer ● Family Outreach Coordinator ● Family Liaisons ● Flamboyan Fellows	