



Orange County Schools Equity Plan 2020-2021

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:

- 51.9% White
- 25.69% Hispanic
- 14.06% Black
- 6.62% Multiracial
- 1.52% Asian
- 0.17% Native American
- 0% Pacific Islander
- Male 51.97% Female 48.03%

Services

- 10.82% identified as English Language Learners (ELLs)
- 14.82% receive special education services
- 41.80% eligible for Free & Reduced Price School Meals
- 17.34% Academically & Intellectually Gifted (AIG)

Our Plan for Continual Improvement:

Orange County Schools defines equity as an interruption of systems, structures, policies, and practices which privilege some students while discriminating against other students.

Equity:

- Goes beyond formal equality to fostering a barrier-free environment where all students have the opportunity to benefit equally in order to succeed and thrive.
- Is applicable to race, class, sexual orientation, gender identity and expression, religious/faith tradition, family structure, geographic origin, and ability/disability
- Requires every adult to recognize the uniqueness of each student, their individual strengths and needs, and to treat every student as capable of success
- Disrupt systems by challenging and countering bias and unfair and inequitable policies and practices
- Call for continual self-reflection of our own practices and how they impact student outcomes

The OCS Equity Framework



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 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

Goal 1: Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities (Pillar 1)
Goal 2: Create safe, inclusive, racially, culturally and linguistically affirming, relevant and sustaining spaces and experiences (Pillar 1)
(Pillar 2)
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 (Pillar 3)
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 (Pillar 3)
Goal 6: Engage staff, students, families, and the entire community in developing, cultivating and sustaining a culture of equity (Pillar 4)

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

By 2025, OCS will eliminate inequities in access to opportunities, as evidenced by the representation of students in educational programs, opportunities, and activities being proportionate to their representation in the student population. OCS eliminate inequities and raise the level of achievement for all students by providing all schools with direct, individualized support in implementing instructional models and strategies that have success with eliminating academic disparities for those students for whom the disparities exists, currently in OCS those students are Black/African American, Latinx, English Language Learners, Exceptional Children, students whose families are economically impacted and students who are identified under McKinney-Vento and the Every Student Succeeds Act (ESSA)

Result Statement:

By the end of 2020-2021, OCS will have identified academic disparities, inequities in educational access and support, and the student groups for whom the disparities and inequities exist and OCS will have begun to implement strategies that will eliminate disparities, remove barriers, and increase access and support for these student groups.

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 and opportunity gaps.

Measures: What data will be analyzed?

- Parent/Guardian focus groups
- Student Equity Team focus group
- Achievement data
- Advanced course data
- AIG headcounts
- School and district discipline data

Action	Evidence of Implementation	Contact/ Lead(s)	Status (In process; Completed; Not Started)
Identify academic disparities and inequities in educational access and support and the student groups for whom the disparities and inequities exist	<ol style="list-style-type: none"> 1. Analyze trend achievement data 2. Analyze focus group data 3. Create and implement a data analysis protocol 	<ul style="list-style-type: none"> ● Superintendent ● Superintendent Extended Cabinet 	Ongoing
Conduct beginning of the year student equity teams input session to identify barriers to student access and support as seen through the student experience lens	<ol style="list-style-type: none"> 1. The Equity Task Force and Equity Leads meet with Student Equity Team members to listen to their experiences in OCS 2. Integrate collected information into the 	<ul style="list-style-type: none"> ● Chief Equity Officer ● Student Equity Team Advisors 	<p style="color: red; text-align: center;">Completed</p> <p>Student Feedback:</p> <ol style="list-style-type: none"> 1. Accountability- Hold staff accountable for addressing and eliminating acts of racial harm and intolerance and

	2020-2021 equity plan		<p>require staff to engage in racial equity training</p> <ol style="list-style-type: none"> 2. Access- Increase access to advanced courses (AP, IB, Honrs) for students of color 3. Curriculum- Provide historically accurate courses and course content, specifically African American Studies, Latino Studies and Indigenous Studies courses 4. Representation- Increase teacher and staff diversity, including diverse staff teaching advanced courses 5. Environment- Ensure safe, inclusive, racially, culturally and linguistically environments and, teach culturally relevant instruction, and eliminate racial bias
Develop a Student Discipline Task Force to review and analyze discipline data, develop a plan to reduce in-	1. Create a protocol for membership composition and charge statement for the Task Force	<ul style="list-style-type: none"> • Executive Director of Student Support Services and School Improvement 	In process

<p>and out-of-school suspensions, and review the role of and the district relationship with School Resource Officers (SRO)</p>	<p>(Completed)</p> <ol style="list-style-type: none"> 2. Vet the protocol through community partners (Completed) 3. Post the application on the district website (Completed) 4. Outreach to diverse families and families impacted by school discipline (Completed) 5. Set and hold meetings 	<ul style="list-style-type: none"> • Director of Student Support Services 	
<p>Develop Supervised Learning Labs to be open during district closures due to Covid to address the inequities in internet access, student monitoring and academic assistance</p>	<ol style="list-style-type: none"> 1. Determined which students were most affected by barriers to access, supervision and academic support due to Covid closure 2. Give priority to students who are identified under McKinney-Vento and the Every Student Succeeds Act (ESSA) 3. Offered Supervised Learning Labs at no cost to students 	<ul style="list-style-type: none"> • Public Information & Community Engagement Officer 	<p>Completed</p>
<p>Identify barriers to identification and support in</p>	<ol style="list-style-type: none"> 1. Collect data on representation in the AIG 	<ul style="list-style-type: none"> • Executive Director of Curriculum and 	<p>In process</p>

<p>the Academically and Intellectually Gifted program</p>	<p>program disaggregated by student group (Completed)</p> <ol style="list-style-type: none"> 2. Collect information on how students are identified for the AIG program and how teachers are allotted (Completed) 3. Present information to the OCS School Board and collect feedback from the School Board and stakeholders (Completed) 4. Conduct audit of district AIG identification process and plan 5. Integrate collected information into the 2021-2022 equity plan 	<p>Instruction</p> <ul style="list-style-type: none"> • Talent Development Specialist 	
<p>Identify barriers to enrollment and support in advance course for students who are affected by these disparities</p>	<ol style="list-style-type: none"> 1. Meet with Student Equity Team members for input on barriers to enrollment and support for student of color in advanced courses (Completed) 2. Offer high school Honors level African American Studies course as a gateway for students to other advanced course (Completed) 	<ul style="list-style-type: none"> • Deputy Superintendent • Chief Equity Officer • Executive Director of Curriculum and Instruction • Executive Director of Student Support Services and School Improvement • High School principals • Student Equity Team Advisors 	<p>In process</p>

	<p>3. Research organizations with proven success in identifying and addressing barriers to advanced course for students who are affected by disparities</p> <p>4. Offer high school Honors level Latino Studies and Indigeous Studies courses</p>		
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Goal 2: Create safe, inclusive, racially culturally and linguistically affirming, relevant and sustaining spaces and experiences

By 2025, 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, racially and culturally responsive Social Emotional Learning, and utilizing racially, culturally and linguistically affirming and inclusive practices in all OCS schools

Result Statements:

By the end of 2020-2021, OCS will have assessed the racially, culturally and linguistically affirming and responsiveness of the district and implemented systems of support for creating a racially, culturally and linguistically affirming and responsive district wide culture

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.

Measures: *What data will be analyzed?*

- Student SEL survey

- Family and Community focus groups data
- Staff focus groups data
- Student equity team and organization focus group data
- School administrator Check in data
- Equity Leads Check in data

Action	Evidence of Implementation	Contact/ Lead(s)	Status (In process; Completed; Not Started)
Conduct beginning of the year student equity teams input session to identify barriers to student access and support as seen through the student experience lens	<ol style="list-style-type: none"> 1. The Equity Task Force and Equity Leads meet with Student Equity Team members to listen to their experiences in OCS 2. Integrate collected information into the 2020-2021 equity plan 	<ul style="list-style-type: none"> ● Chief Equity Officer ● Student Equity Team Advisors 	Completed
Implement a School Based Equity Leads model to lead and ensure school based equity efforts	<ol style="list-style-type: none"> 1. School administrators identify School Based Equity Leads from each school 2. Chief Equity Officer holds monthly meetings with School Based Equity Leads 3. Equity Leads hold monthly School Based Equity Team meetings 4. End of year meeting with Equity Leads to discuss what's working, the equity challenges, progress toward 	<ul style="list-style-type: none"> ● Chief Equity Officer ● School Administrators 	Ongoing

	<p>addressing inequities and what support is needed</p> <p>5. Integrate collected information within the 2021-2022 equity plan</p>		
Identify ways to increase student voice	<ol style="list-style-type: none"> 1. Establish student equity teams and organizations at each high school 2. Compile a list of student organizations and advisors at each school 3. Hold student focus groups 4. Include students in policy revisions and decision making 	<ul style="list-style-type: none"> ● Chief Equity Officer ● High School administrators ● Student organization advisors ● OCS High School students 	Ongoing
Conduct focus groups with racially and linguistically diverse teachers, district leaders, school administrators, and staff to listen to their experiences in OCS	<ol style="list-style-type: none"> 1. Organize, advertise, and conduct focus groups with Staff of Color to listen to their experiences with OCS 2. Integrate collected information within the 2021-2022 equity plan 	<ul style="list-style-type: none"> ● Chief Equity Officer ● Family Outreach Coordinator ● Director of Staffing and Licensure 	Completed
Ensure access to and utilization of culturally relevant text that represent, embrace, and affirm diverse perspectives and experiences at all school levels	<ol style="list-style-type: none"> 1. CKLA Knowledge Building Text (K-5) Rubric that is vetting through School Based Equity Teams and Media Specialist (Completed) 2. Audit of culturally relevant 	<ul style="list-style-type: none"> ● Executive Director of Curriculum & Instruction ● Secondary Literacy Specialist ● Chief Equity Officer 	In process

	books in Media Centers and removal of culturally destructive and inaccurate texts from circulation		
Administer Social Emotional Learning survey to students	<ol style="list-style-type: none"> 1. Develop survey Panorama 2. Administer survey to students in grades 3-12 in the Fall 3. Administer survey to students in grades 3-12 in the Spring 4. Schools analyze SEL data 5. Integrate collected information within the 2021-2022 equity plan 	<ul style="list-style-type: none"> • Executive Director of Student Support Services and School Improvement • Director of Student Support Services • Chief Equity Officer • School Counselors 	Completed
Conduct end of year School based Equity Check ins with administrators	<ol style="list-style-type: none"> 1. Chief Equity Officer holds meetings with each school administrator to discuss what's working, the equity challenges, progress toward addressing inequities and what support is needed 2. Integrate collected information within the 2021-2022 equity plan 	<ul style="list-style-type: none"> • Chief Equity Officer 	Completed
Identify support for LGBTQ+ staff and students	<ol style="list-style-type: none"> 1. Implement a protocol for students and staff to utilize preferred names and pronouns (Completed) 	<ul style="list-style-type: none"> • Director of Student Support Services • Lead School Counselor • Lead School Social 	In process

	<ol style="list-style-type: none"> 2. Create a process for developing Gender Support Plans (Completed) 3. Train School Counselors and Social Workers on working with students to develop the plan (Completed) 4. Make administrators, staff and families aware of the name change option and gender support (Completed) 5. Train staff on how to support LGBTQ+ students 6. Create a link on district website to students and families to request name change and/or gender support 	<p>Worker</p> <ul style="list-style-type: none"> ● Chief Equity Officer 	
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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 2025, OCS will actively train and support all administrators, teachers, and staff in creating culturally affirming and relevant classrooms and schools and developing and promote a culture of high expectations for all students as evidenced by all OCS district leadership, administrators, staff, and teachers acquiring the skills, will, capacity, and knowledge to lead with equity, as defined by the [TDSB Equity Leadership Competencies](#), within three years of their employment with OCS.

Result Statements:

By the end of 2020-2021, all OCS district leaders, administrators, teachers and the OCS School Board will have been provided with resources and training to increase awareness of race and equity and provided opportunity for self reflection of implicit biases and OCS

will have created systems of acknowledgement and support for the implementation of Policy 1030 Equity In Education and staff growth as equity leaders

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.

Measures: *What data will be analyzed?*

- Professional Development offerings
- Principal Check in
- Staff focus group data

Action	Evidence of Implementation	Contact/ Lead(s)	Status (In process; Completed; Not Started)
OCS School Board engages in annual racial equity training	<ol style="list-style-type: none"> 1. Discussion with School Board Chair to determine the focus of the training (Completed) 2. Obtain consensus on date for training (Completed) 3. Research organizations to provide training (Completed) 4. Sign contract and hold training 	<ul style="list-style-type: none"> ● OCS School Board ● Chief Equity Officer 	In process
Develop an Equity Resource Library of books, articles, and resources on equity leadership,	<ol style="list-style-type: none"> 1. Collect and compile book titles, articles, and resources on equity related topics 	<ul style="list-style-type: none"> ● Chief Equity Officer 	Ongoing

<p>increasing cultural proficiency and the implementation of culturally and linguistically relevant practices</p>	<p>including equity leadership, increasing cultural proficiency and the implementation of culturally and linguistically relevant practices, into a Shared Drive and share access with all OCS Staff</p> <p>2. Develop a collection of books on equity related topics and “Own Voice” authored books and make available to all OCS Staff</p>		
<p>Partner with the Intercultural Development Research Association (IDRA) to provide school based equity training on implicit bias, culturally responsive teaching strategies, and effective communication and family engagement.</p>	<ol style="list-style-type: none"> 1. Identify district wide training topics 2. Make administrators and staff aware of training dates and topics 3. Monitor number of staff trained 4. Provide training materials to staff 5. Evaluate sessions 6. Develop plan for year 2021-2022 staff Professional Development 	<ul style="list-style-type: none"> ● Chief Equity Officer ● Intercultural Development Research Association (IDRA) ● School administrators 	<p style="color: red;">Completed</p>
<p>Provide teachers, school administrators, district leadership and OCS School Board with</p>	<ol style="list-style-type: none"> 1. Provide Equity Department updates and resources on equity leadership and the 	<ul style="list-style-type: none"> ● Chief Equity Officer 	<p>Ongoing</p>

<p>weekly Equity Leadership Capacity Building resources and reflections</p>	<p>implementation of culturally and linguistically relevant practices in the Teacher, Principal, and Board Weekly Update</p> <p>2. Survey administrators, district leaders, and OCS School Board on resources and topics that need to be added</p>		
<p>Provide OCS School Board with equity micro-trainings and support</p>	<p>1. Time allotted for equity reflections added to start of OCS Board Community Engagement Committee meetings</p> <p>2. Meet monthly with OCS Board Community Engagement Committee Chair to plan topics</p> <p>3. Provide Board with pre-work in preparation for sessions</p> <p>4. Presentation at OCS Board Community Engagement Committee meetings</p>	<ul style="list-style-type: none"> ● OCS School Board ● Chief Equity Officer 	<p>Ongoing</p>
<p>Partner with the Intercultural Development Research Association (IDRA) to provide Culturally Responsive Leadership training to district leadership</p>	<p>1. Identify session topics and dates (Completed)</p> <p>2. Provide training to Extended Cabinet</p> <p>3. Evaluate sessions</p>	<ul style="list-style-type: none"> ● Superintendent ● Chief Equity Officer ● Intercultural Development Research Association (IDRA) 	<p>In process</p>

<p>Highlight teachers, staff, students, families, and community partners who take the lead on advancing equity in OCS</p>	<ol style="list-style-type: none"> 1. Publicize the nomination of "Equity Warriors" 2. Equity Warriors write ups posted on OCS social media 3. Recognition of Equity Warriors at OCS School Board meetings 	<ul style="list-style-type: none"> ● Chief Equity Officer ● Chief Equity Officer ● Public Information & Community ● Communication Specialist 	<p>Ongoing</p>
<p>Provide stipends for School Based Equity Leads</p>	<ol style="list-style-type: none"> 1. Equity Leads attend monthly meetings with Chief Equity Officer to discuss equity issues, receive information and training and provide input on district equity initiatives 2. Equity Leads submit School Based Equity Team agendas and meeting minutes 	<ul style="list-style-type: none"> ● Chief Equity Officer ● Chief Finance Officer 	<p>Completed</p>

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

By 2025, OCS will actively recruit, support, and retain a diverse workforce, as evidenced by staff demographics that reflects the diversity of the district and mirrors the demographics of the OCS student population, and by OCS retaining racially and linguistically diverse staff for at least five years.

Result Statements:

By the end of 2020-2021 school year, OCS will have identified the institutional barriers to recruitment and employment for racially and linguistically diverse staff and begun to implement strategies that will eliminate those barriers and increase access and support for racially and language diverse staff

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.

Measures: What data will be analyzed?

- Staff focus group data
- Disaggregated OCS staff demographic data
- Disaggregated OCS staff attrition data
- Interview committee rosters
- Alternative Licensure rosters
- OCS Online Job Fair rosters

Action	Evidence of Implementation	Contact/ Lead(s)	Status (In process; Completed; Not Started)
Develop a plan for increasing staff diversity	<ol style="list-style-type: none"> 1. Examine staffing data 2. Identify current recruitment and hiring practices that are improving staff diversity 3. Identify strategies that will eliminate barriers in staff diversity hiring 4. Present a plan to the OCS School Board and stakeholder for feedback and input 	<ul style="list-style-type: none"> ● Superintendent ● Chief Human Resources Officer ● Director of Staffing and Licensure ● Chief Equity Officer 	Complete
Conduct focus groups with racially and linguistically	<ol style="list-style-type: none"> 1. Organize, advertise, and conduct focus groups with 	<ul style="list-style-type: none"> ● Chief Equity Officer ● Family Outreach 	Completed

<p>diverse teachers, district leaders, school administrators, and staff to listen to their experiences in OCS</p>	<p>Staff of Color to listen to their experiences with OCS</p> <ol style="list-style-type: none"> 2. Integrate collected information within the 2021-2022 equity plan 	<p>Coordinator</p> <ul style="list-style-type: none"> • Director of Staffing and Licensure 	
<p>Develop a pool of racially and linguistically diverse OCS staff who is willing to serve on interview committees to ensure staff diversity in the hiring process</p>	<ol style="list-style-type: none"> 1. Conduct focus groups with racially and linguistically diverse staff 2. Discuss the creation of a pool of racially and linguistically diverse OCS staff to serve on applicant screening and interview committees 3. Create a form for interested staff to submit 4. Make principals aware of and give them access to the pool 	<ul style="list-style-type: none"> • Director of Staffing and Licensure 	<p>Completed</p>
<p>Conduct diversity hiring training with school administrators and leadership</p>	<ol style="list-style-type: none"> 1. Monthly training on topics related to diversity hiring 2. Create a online folder for principals with resources on diversity hiring 3. Develop a pool of equity interview questions for school administrators to use that gauge the applicant's knowledge of and 	<ul style="list-style-type: none"> • Chief Equity Officer • Chief Human Resources Officer • Director of Staffing and Licensure 	<p>In process</p>

	experience with equity and racially, culturally and linguistically relevant practices (Completed)		
Engage in relationship based recruiting	<ol style="list-style-type: none"> 1. Hold a session on the district equity effort at the OCS Virtual Job Fair 2. Collaborate with Latinx community leaders and district Family Liaisons to increase awareness of and participation in the Alternative Licensure Fair for Latinx community members 	<ul style="list-style-type: none"> • Chief Equity Officer • Chief Human Resources Officer • Director of Staffing and Licensure 	Completed
Elevate knowledge of and experience in equity leadership and the implementation of racially, culturally and linguistically relevant practices as valued experience for job candidates	<ol style="list-style-type: none"> 1. Include equity related interview questions on all District Level and School Principal interviews (Completed) 2. Develop a pool of equity interview questions that gauge the applicant's knowledge of and experience with equity and racially, culturally and linguistically relevant practices (Completed) 3. Include equity related interview questions on all staff interviews 		In process

	4. Add knowledge of equity to job descriptions		
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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

By 2025, OCS will counter unfair policies, programs, and practices that consistently result in negative outcomes for groups who are disadvantaged by these actions, as evidenced by routinely utilizing the Racial Equity Impact Assessment to assess, revise, and create policies, procedures and practices, in order to improve equity analysis and outcomes. OCS will equitably allocate resources, as evidenced by all resource allocation decision-making undergoing an equity analysis to ensure resources are equitably allocated and leveraged to directly support student groups who are affected by educational disparities.

Result Statements:

By the end of 2020-2021, OCS will have assessed and revised existing policies, procedures, practices and developed new policies and procedures that align with Policy 1030 Equity In Education and advance the district equity goals

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.

Measures: What data will be analyzed?

- Revisions to the OCS Policy Manual
- Racial Equity Impact Assessment implementation

Action	Evidence of Implementation	Contact/ Lead(s)	Status (In process; Completed; Not Started)
Change Board policies to be	1. Revise Board Policy 7100:	<ul style="list-style-type: none"> • OCS School Board 	Completed

<p>more inclusive of gender identity and language diversity</p>	<p>Recruitment and Selection of Personnel</p> <p>2. Revise Policy 4100: Equal Educational Opportunities</p>	<p>Policy Committee</p> <ul style="list-style-type: none"> ● OCS School Board 	<p>Board Policy 7100: Recruitment and Selection of Personnel</p> <p>Board Policy 4001: Equal Educational Opportunities</p>
<p>Develop and adopt Gender Support Guidelines</p>	<p>1. Draft Gender Support Guidelines</p> <p>2. Feedback on policy draft from GSA's; Student Equity Teams; Equity Leads; School Based Equity Teams and OCS Equity Task Force</p> <p>3. Presentation of feedback to OCS Board Policy Committee and OCS School Board</p>	<ul style="list-style-type: none"> ● OCS School Board Policy Committee ● OCS School Board ● Chief Equity Officer 	<p style="text-align: center; color: red;">Completed</p> <p>Regulation Code: 1710/4021/7230-R Gender Support Guidelines</p>
<p>Adopt the Orange County Board of Education Resolution towards Equity in Education in OCS</p>	<p>1. OCS School Board drafts a Resolution towards Equity in Education in OCS</p> <p>2. OCS School Board adopts the Orange County Board of Education Resolution towards Equity in Education in OCS</p>	<ul style="list-style-type: none"> ● OCS School Board 	<p style="text-align: center; color: red;">Completed</p> <p>Orange County Board of Education Resolution towards Equity in Education in OCS</p>
<p>Contract with an external consultant to conduct a district wide equity audit</p>	<p>1. Vet independent contractor to conduct audit (Completed)</p> <p>2. Feedback on Equity Audit</p>	<ul style="list-style-type: none"> ● OCS School Board ● Superintendent ● Chief Equity Officer 	<p style="text-align: center;">In process</p>

	<p>Recommendations from OCS Equity Task Force, School Based Equity Teams, Student Equity Team and Organizations, OCS staff, and stakeholders groups</p> <p>3. Presentation of Equity Audit Recommendations to OCS School Board</p> <p>4. Establishment of a timeline for implementation of Equity Audit Recommendations added to OCS Equity Plan</p>		
Review all Board policies utilizing a racial equity impact assessment tool	<p>1. Introduce the Racial Equity Impact Assessment (REIA) and Maryland Association of Board of Education (MABE) Equity Lens to district leaders (Completed)</p> <p>2. Utilize the REIA and MABE to make decisions</p>	<ul style="list-style-type: none"> • Chief Equity Officer 	In process
An equity statement from 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	<p>1. Discussion with OCS Board Community Engagement Committee Chair on creating and adding Equity Statement to the beginning of OCS Board Community</p>	<ul style="list-style-type: none"> • OCS School Board Chair • OCS School Board Committee Chairs • Superintendent • Chief Equity Officer 	In process

that will follow.	<p>Engagement Committee (Completed)</p> <p>2. Discussion with OCS School Board Chair on creating and adding Equity Statement to beginning of Board meetings</p>		
Conduct an equity audit of district resource allocation	<p>1. Vet an independent contractors to conduct audit (Completed)</p> <p>2. Data sharing with independent consultants and timeline of next steps</p> <p>3. Receive completed audit with recommendations</p> <p>4. Implement recommendations</p>	<ul style="list-style-type: none"> ● OCS School Board Finance Committee ● OCS School Board Superintendent ● Chief Finance Officer ● Chief Equity Officer 	In process

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

By the end of 2024-2025, 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 as evidence by each year, from 2020-2025, increasing the number of opportunities to engage in honest conversation and shared decision making with families and community members on concerns and issues that impact diverse populations and on issues of race and areas of improving equity and to providing means for parent/guardian involvement and voice in their student’s education.

Result Statements:

By the end of 2020-2021, OCS will have identified gaps and barriers in communication and engagement and the family groups for whom those gaps and barriers exist and OCS will have begun to eliminate gaps and barriers by increasing communication and engagement with the family groups for whom those gaps and barriers exist

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.

Measures: What data will be analyzed?

- Parent/Guardian Focus groups and survey data
- Students, staff, families and community attendance and participation data
- Calendar of events

Action	Evidence of Implementation	Contact/ Lead(s)	Status (In process; Completed; Not Started)
Collaborate with and receive feedback and input from the OCS Equity Task Force on identifying gaps and barriers and recommendations for eliminating those gaps and barriers for OCS students and families	<ol style="list-style-type: none"> 1. Hold regular meetings 2. Identify system level inequities (OCS School Board and district leadership inequities in policies, practices, and procedures) and develop recommendations to the OCS School Board on how to begin to eliminate those inequities 3. Hold a joint OCS Equity Task 	<ul style="list-style-type: none"> ● Chief Equity Officer ● OCS Equity Task Force 	Completed

	<p>Force and Board Community Engagement meeting and present recommendations</p> <ol style="list-style-type: none"> 4. Incorporate recommendations into the 2021-2022 Equity Plan 5. Assist in the development of the 2020-2021 OCS Equity Plan 6. Finalize the process for new membership 7. Provide feedback on Gender Support Guidelines 8. Provide input on school renaming 		
<p>Analyze the historical and current context of family engagement in Orange County Schools to identify gaps and barriers in communication and engagement and the family groups for whom those gaps and barriers exists</p>	<ol style="list-style-type: none"> 1. Apply for and accept invitation to join the Flamboyan Family Engagement Fellowship 2. Attend monthly coaching session with Flamboyan coaches 3. Assess information from Superintendent Listen and Learn sessions and identify underrepresented family groups 4. Conduct focus groups with faith based and community 	<ul style="list-style-type: none"> ● Deputy Superintendent ● Chief Equity Officer ● Public Information & Community Engagement Officer ● Family Outreach Coordinator ● High School Principal 	<p style="color: red; text-align: center;">Completed</p>

	<p>leaders to identify barriers to communication and relationship between OCS and members of the African American community and Latinx community</p> <ol style="list-style-type: none"> 5. Organize, advertise, and conduct focus groups with Latino, African American, and Asian families to listen to their experiences with OCS 6. Examine historical and current district and community data 7. Compile research from historical and current district and community data and focus groups into a Landscape Analysis 8. Incorporate feedback from focus groups and Landscape Analysis within the 2021-2022 equity plan 		
<p>Hire Bilingual Family Liaisons to serve and support Latino and language diverse families</p>	<ol style="list-style-type: none"> 1. Provide OCS families with access to translation/interpretation services in 7 languages 2. Train Family Liaisons on conducting family focus groups (Completed) 3. Increase the venues where 	<ul style="list-style-type: none"> ● Public Information & Community Engagement Officer ● Family Outreach Coordinator ● Family Liaisons 	<p>Ongoing</p>

	interpretation services are provided including Board Meetings and graduation		
Establish a Parent Academy for language diverse families on academic, college and career readiness, and social emotional topics	<ol style="list-style-type: none"> 1. Hold an initial session with parents to introduce Family Liaisons and determine the needs of families 2. Create a calendar of session topics based on feedback from families 3. Hold monthly sessions 	<ul style="list-style-type: none"> • Family Outreach Coordinator • Family Liaisons 	In process/ Ongoing
Engage the OCS community in a series on Native American Representation: Accuracy and Authenticity	<ol style="list-style-type: none"> 1. Identify a presenter for the session- Kara Stewart, who is Sappony and a Literacy Specialist at Efland Cheeks (Completed) 2. Establish time with the Board Community Engagement Committee and OCS School Board Meetings to engage in the sessions (Completed) 3. Identify recommendations and next steps for addressing gaps and barriers in communication and engagement with Native American students and families 	<ul style="list-style-type: none"> • OCS Board Community Engagement Chair • Chief Equity Officer • Kara Stewart 	<p>In process</p> <p>Native American Representation: Accuracy and Authenticity Session 1</p> <p>Native American Representation: Accuracy and Authenticity Session 2</p> <p>Native American Representation: Accuracy and Authenticity Session 3</p>