

Equity Pledge Feedback - Equity Pledge Committee Notes 1/17/17

What does the text **assume**?

- Assumes the reader understands there are 8 areas of focus with working groups of experts that will make decisions about these areas of focus
- Assumes people understand this is a district/charter compact
- Assumes once all actions are completed, the Pledge dissolves?
- Assumes charter schools are public schools
- Assumes we have agreed upon definitions of safe, healthy, joyful, beautiful and supportive (P1)
- Assumes improvements in enrollment process will increase equity
- Assumes that we can address equity without addressing segregation or who in Oakland attends public schools and who does not.
- Assumes some knowledge of system, “edu-speak”, some common definition of “equitable”
- Assumes that when in 2c. “We commit to providing additional targeted outreach...” of what? That it means to the top schools
- Assumes there is hesitation to call it a district-charter compact
- Assumes charter schools and district run schools are all public schools
- Assumes Oakland families want to see greater collaboration and transparency across sectors
- Assumes the OUSD SPF is a good foundation for measuring quality of schools across sectors
- Assumes inequities within and across sectors exist in all identified areas of the Pledge
- Does this text have a “we know what’s best” attitude/assume what student and family needs are? Is there an absence of framing?
- Assumes that consistent = equitable
- Assumes having teachers and students having the same enrollment/hiring systems district wide will solve the underlying issues
- Assumes we all agree what is “equitable”
- Assumes the reader understands what EQUITY means
- Assumes the reader understands what SPF means
- Assumes the reader understands the differences between Charter and Public
- #1 Assumes we know how “the mix of schools and programs matches the needs of families across the city”
- We don’t know what order the steps are

- Assumes, because the passage states, African Americans need “outreach”
- We need to define equity
- Assumes equity = something that everyone agrees is important
- How does this relate to LCAP, which has elected parent delegates
- Assumes we don’t have consistent, transparent practices currently
- In 2c, I assume that we have a way of ensuring transparency of this commitment and some type of recourse to ensure it happens
- For #1, how do we not only create this data, but make sure that it effectively is used to support decisions?

What do you **agree** with in the text?

- Generally agree with “belief” statements
- Agree with focus on historically underserved populations vs. Charter vs. District
- Agree that comparable, transparent data should be available to all
- Agree with online school finder
- Agree on having actionable items with dates
- Agree that OUSD should continue to improve its services to students with disabilities, foster youth, and English language learners
- Agree that most families do not make a big distinction - just want good, safe school for their children
- Agree that much of this work and collaboration will likely be welcomed by families
- Understand that families and children need targeted outreach and supports (not just for enrollment)
- Agree that making access easier for families is a priority
- Agree that transparency is key
- Agree that having specific dates is important
- Agree with overall performance statement (P1)
- Agree with recruitment event for teachers
- Agree we should make schools more safe and open for everyone (what I got from the passage)
- Agree it is good to have data across schools
- Agree that comparable transparent data is very valuable as a teacher
- Agree more resources to historically underserved populations
- Agree need good timely data

What would you **argue** with in the text?

- Argue maybe Quality Schools group should do a listening campaign to... (like Special Education)
- Argue nowhere does the pledge address segregation in schools
- Argue (P1) All schools should be excellent because...
- Argue that we need to have “whereas...” statement or “given that...”
- Argue that Special Education parents have regularly expressed concerns - Review the record of proposed improvement
- Argue that #4 (“breaking cycle of inequity”) should be our 1st bullet point and priority
- Argue that Equity is not defined; everyone reading this document potentially can have different understanding
- Argue the name needs to be changed. “Equity” is charged with certain expectations this “compact” is not necessarily designed to address
- Argue there needs to be a naming of the areas of focus. Otherwise, how is accountability tracked?
- Argue this Equity Pledge (compact) talks about 1st steps rather than long-term goals. Other pledges/compacts focused on long-term goals, then created action steps separately. Will there be another compact when goals are met?
- Argue that it needs more context - a needs statement. What problem(s) are we trying to solve?
- Argue that in #4 how will we do this? And necessary yet insufficient
- Argue for root cause analysis and prioritizing goals and efforts of greatest leverage
- What are the discrepancies in revenues and expenses? What does this refer to?
- Argue which of our proposed actions are based on a root cause analysis?
- Argue how will we hold ourselves accountable for progress in providing high quality schools for our kids?
- Argue that board resolutions start with “whereas” clause, “given” this, “therefore” that
- Argue that actions with dates make it sound like it will end
- Argue that Lesbian Gay Bisexual Transgender and Queer (LGBTQ) students are not named in the document as being a historically underserved population
- Do you change policy after the enrollment and SPF data?
- What is the long term goal?
- Doesn't say there are 8 working groups
- Argue that groups without commitment dates are less accountable

What in the text inspires you to **act**?

- Really need MORE data to inform: enrollment data, funding data, to facilitate ACTION in some working groups
- Funding Discrepancies! Need to figure this out
- 4a. Equitable teaching practices Professional Development
- Transparency in making information more readily available
- Inspired to act by language of “safe, healthy, joyful, beautiful schools”
- The first 2 paragraphs
- Excited to support our student listening campaign this Spring to inform our Aspire strategic priorities
- Do you put in loftier possible goals for the future to inspire?
- Reflecting on policies and thinking about what is effective
- To serve historically underserved students
- It is not just for the sake of collaboration, but there is a lot of benefit from collaborating

What does the text assume ?	What do you agree with in the text?
What would you argue with in the text?	What in the text inspires you to act ?