

## Equity Committee Meeting Notes 3/30/21

OPENING CEREMONY/ROLL CALL (approximately 2:00 p.m.)

Deborah Keys Write Quiauna Scott, Susan Donaldson, Kimberly Solis

### 2. PUBLIC COMMENT

None

### 3. EUSD VISION & MISSION STATEMENT

Emery Unified is a uniquely diverse TK – 12 Public School District committed to promoting respect and engagement with people from different cultures, backgrounds, and beliefs. With highly trained educators, we prepare all students for college and career by providing a challenging education supported by effective technology. We support the whole child in partnership with the City of Emeryville and its dynamic businesses.

### 4. EQUITY POLICY

<https://drive.google.com/file/d/1PBnfdE0aqR2dJZ5jhgvH3y9u4LvI2qAK/view?usp=sharing>

### 5. EQUITY RESOLUTION

<https://drive.google.com/file/d/1aMD3XK1UHN2O0gULgi7hUOk5K4cgq7AK/view>

### 6. COMMITTEE GOALS

Review why we are here - resolution has been posted on E'ville Eye and Tattler, is posted on our site.

Recognition is a good approach - we recognize what happened in the past and are saying this is not who we are now.

Kimberley brainstormed ideas about professional training, being a supportive space for gender non-conforming students

Sortof like an "oversight" group. We are in partnership with the community. This group can move the issues, hold the definitions we use, what information we have, make it accessible to the public.

Do we reach out to the principals and ask them to tell us what they are doing to support our equity agenda?

How can we hear the stories of our community? What kind of support do they need? How can we be most impactful? As it relates to curriculum, how welcoming are we.

What about our data? Does our data support what we are saying (that we are doing well). Are there groups that are not being successful. What is getting in the way for certain groups to succeed?

1st Step - a listening session. What do we not know. Who is feeling marginalized? Frame what we want to get out of the session? Ask alumni, current students, parents... letting them know the board is on a journey, doing this work, and this is the first step. Hearing everyone's voice.

What are our 4 buckets?

What are hot topics?

SROs?

What do the students want the board to focus on?

Draft Framework:

1. Community Climate - family engagement
2. Human Resources - recruitment, retention, hiring

3. Budget - any disparities in PD?
4. Teaching and Learning - is your teaching current and relevant? Rigor/grading, Student/Staff relationships.

This is an ongoing committee

Do we have individuals that we want to invite? ETA, CSBA, CSEA, Parent.

We have an initial session with the members. Then we have a meeting with this core group, review our objectives. Then we put the word out to the community, this is who we are, what we're going - invite community to come to a listening session.

Invite 2 middle school students and 2 high school.

Dr. Scott and staff will invite various groups. 10 would be the ideal number.

Restorative justice or social emotional learning in the community? People's Conservatory? Brother Clint? Ms Wren? Mr. Edwards? Duana? Alfie?

Next we'll go through expectations... what are we going to do through the summer? We don't want to let it fizzle. What is the WHAT we're doing? 1 hour a month commitment - we are doing the work, you are ensuring representation.

Do we give out awards? Grants? Scholarships? Events? Create a calendar of events? Once we listen to what the community wants we can create a framework to support that. What did we miss?

Schedule listening session - do we have a zoom? Do we send out surveys?

How do we make sure that everything we do has equity focus woven through it. As a reminder to the community, keep bringing it to the forefront.

**Deborah Keys Wright's notes:**

## **PRIORITIZING EQUITY DRIVEN GOVERNANCE WORK - OUR BUCKETS**

### **Budget:**

Salary disparities/benefits, professional development, equitable allocation

### **Community Climate:**

Police in schools, disproportionate discipline, social-emotional learning, family engagement

### **Human Resources:**

Recruitment, hiring, retention

### **Teaching & Learning:**

Culturally relevant instruction, ethnic studies, rigor, grading, student/staff relationships

### **QUESTIONS WITH PURPOSE**

How do our priorities align with LCAP?

How does this practice align with our equity statement and policy?

What data do we have/need to identify the equity gaps that exist?

How can we measure the impact of this practice/policy?

What barriers exist for student success?

### **EDUCATING THE COMMITTEE**

What is equity?

Understanding the historical impact and purpose of public education

Reflecting on the role of educators in interrupting inequities in schools

Making connections to concepts of equity and the work in the district

Building capacity and trust of the team to lead the district work with an equity lens

### **EQUITY & INCLUSION COMMITTEE GOALS**

Evolve and align the current definition of equity across the district

Collaboratively develop and evolve an equity impact plan in alignment with the LCAP to systemically address equity gaps in the district

Collection and review of quantitative and qualitative data (listening sessions, voices of alumni, equity walks, grads, test scores, attendance, suspensions/referrals, course of access, staffing)

7. ADJOURNMENT (approximately 3 p.m.)

**NEXT MEETING: Tuesday, May 4th at 3:30 pm**