

**Equity Committee Meeting
Eugene Public Schools District 4J
200 N. Monroe**

January 9, 2020
4:30 pm

PRESENT: Betsy Boyd, Gary Campbell, Laura Dahill, Gordon Lafer, Judy Newman, Maya Rabasa, members; Karen Pérez, Charis McGaughy, Karen Hardin, Cydney Vandercar, David Jacobson, Andy Dey, staff.

I. Welcome and Introductions

Ms. Pérez called the meeting to order at 4:30. The group present engaged in an introductory activity where they shared with each other. Ms. Pérez went over the agenda and told the group that the Student Success Act as well as the survey that went out was going to be discussed.

I. Purpose Review

Ms. Pérez explained to the group the equity purpose review and what the group is tasked with. The lens concerns equitable access for all students. The student investment account includes four buckets; which were on time graduation, being on track in 9th grade, 3rd grade reading proficiency, and chronic absenteeism.

Ms. McGaughy explained that these were the four required metrics given by the state to access the Student Investment Account.

Mr. Dey shared that there's been a high school success act in place for two years. 4.1 million dollars annually was granted to this, and the final allocation will become available in October. He explained that CTE, Career Technical Education, is a large part of these programs for high schoolers.

Ms. Pérez mentioned that student communication was a key factor to moving these programs forward.

Mr. Dey continued that these programs involve putting out RFPs for teachers to develop curriculums that are using subjects like math to apply to career skill learning. These aim to help graduation rates and to help make careers more accessible to students upon graduation, it is to be noted that the high school success act came partly from Measure 98.

Ms. McGaughy explained that the entire student success act was being discussed, which the student investment fund is 50% of. Those 4 metrics need to be planned out and discussed in order to receive those funds, and that the action plan for this meeting was to work on how to move the needles on those metrics and what needs to be implemented in order to do so.

Ms. Pérez explained that although this committee focuses on all students in 4J, the reason that this issue was being focused on was that this proposal needs to be finished by April.

Ms. McGaughy then explained that they were using a great investment on the 9th grade metric, and that this extra source would help fund the action on the other metrics as well.

Ms. Dahill asked what the high cost disability fund was.

Ms. McGaughy answered that for all high cost disability students in the district that there is a fixed amount of weighted funding available for use by the district.

Ms. Rabasa asked if measure 98 was written to target certain students or all students.

Mr. Dey answered that it was implemented to serve underserved students which is written differently than SIA.

Ms. Pérez then told the group that within these 4 metrics focused on by the student success act, the student investment account would focus on specific students to promote equity. These student groups are students of color, students experiencing disability, emerging bilingual students, students navigating poverty, and students experiencing additional disparities.

She clarified the parameters of these students and gave each member of the group a piece of paper with questions pertaining to each of the four metrics. She asked each person to get into a small group and focus on one question instead of all. The group was then given a large chunk of time to work on answering and discussing the questions amongst themselves.

Ms. McGaughy clarified that they wanted the groups guidance on addressing equity concerns around these metrics.

II. Applying Equity Tool to the Student Success Act Proposal

Ms. Pérez called the group back after about 45 minutes. She asked each group to share what they discussed.

Ms. Hardin focused on foundational questions, in attendance and chronic absenteeism specifically. The data shows that this is an area where all students need help, and what foundational questions need to be asked to help all students and then further help groups of students that need to be focused on through an equity lens.

Mr. Campbell and Mr. Dey shared next, who discussed ninth grade on track. What support can the district give to most impacted families was discussed to help a smooth transition into ninth

grade and how to identify these families. How can the district encourage and sustain these families throughout the rest of high school, are there groups of kids who don't even enter the high school system, and how to award high school credit in middle school students as well.

Ms. Rabasa wondered if these data sets included non-binary students.

Ms. McGaughy, Ms. Boyd and Ms. Schafer shared next. They wondered if there was any privilege still existing in these metrics, and if less privileged students were receiving the same support and how to look at that. How to identify stakeholders was also discussed. Ms. Boyd wondered if there was a metric on what engagement with these students looked like concerning on time graduation.

Ms. Newman discussed reading proficiency for 3rd grade. The biggest concern is why 3rd grade reading looks as bad as it does currently, and taking a look at the way reading is taught as a possible way to evaluate improvement. Summer programs seem to show promising data, as well as earlier start to help keep kids on track for 3rd grade.

It was discussed that charter schools have a significantly lower attendance rate than other schools in 4J and it is dragging down attendance rates and whether special attention will be paid to these charter schools.

Ms. Pérez reminded the group that there is an equity calendar with upcoming events on the 4J website. She reminded the group that the next meeting is on February 13th.