



Equity Advisory Committee

September 7, 2021





Call to Order

Pastor A.W. Mays



AUSTIN
Independent School District



Interpretation Services Meeting Updates

Interpreters
Farid Razavi

Interpretation Services

- All participants in this meeting must select a language.
- It is important that ALL participants select a language.
- If English speakers do not select a language, they will be unable to hear the interpreter if at any point the interpreter needs to address the English group.



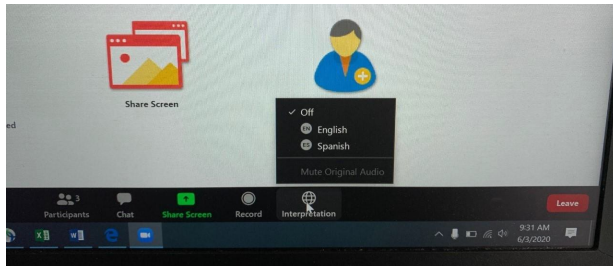
Please Choose Your Preferred Language For The Meeting

Elija el Idioma en el Que Prefiera Escuchar la Junta

On a desktop or laptop

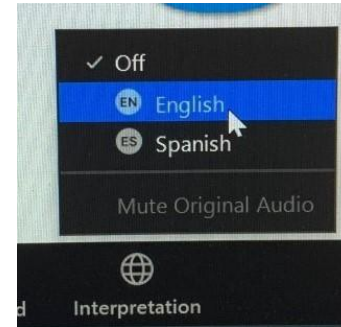
En una computadora de escritorio o una computadora portátil

1. Hover at the bottom of the screen to see the toolbar and click on the Interpretation icon.
 - Ponga el cursor en la parte de abajo de la pantalla para ver la barra de herramientas y haga clic en el ícono del globo terráqueo que dice “Interpretation”.



- *The interpretation feature is not available in some devices.
- *La función de interpretación no está disponible en algunos equipos.

2. Click on your preferred language.
 - Haga clic en el idioma de su preferencia.



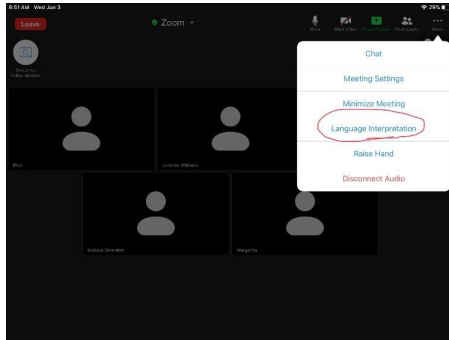
3. If you don't want to hear the original language in the background, click on Mute Original Audio. This sometimes can help when the sound is choppy.
 - Si no quiere escuchar el idioma original en el fondo, haga clic en “Mute Original Audio”. Esto a veces puede ayudar cuando el sonido se está cortando.



Please Choose Your Preferred Language For The Meeting Elija el Idioma en el Que Prefiera Escuchar la Junta

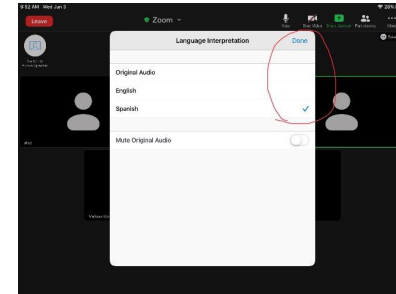
On an iPad
En un iPad

1. Press the three dots on the upper right corner to access the menu and select Language Interpretation.
 - Presione los tres puntos del menú arriba a la derecha y seleccione “Language Interpretation”.



*The interpretation feature is not available in some devices.
*La función de interpretación no está disponible en algunos equipos.

2. Select your preferred language.
 - Seleccione el idioma de su preferencia.



If you don't want to hear the original language in the background, click on Mute Original Audio. This sometimes can help when the sound is choppy. Press Done.

- Si no quiere escuchar el idioma original en el fondo, haga clic en “Mute Original Audio”. Esto a veces puede ayudar cuando el sonido se está cortando. Presione “Done” cuando termine.



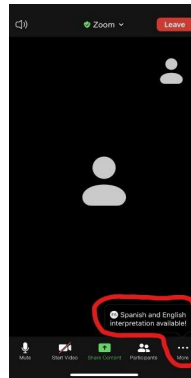
Please Choose Your Preferred Language For The Meeting

Elija el Idioma en el Que Prefiera Escuchar la Junta

On an iPhone
En un iPhone

1. Press the three dots (More) on the lower right corner to access the menu.

- Presione los tres puntos del menú “More” abajo a la derecha.



*The interpretation feature is not available in some devices.
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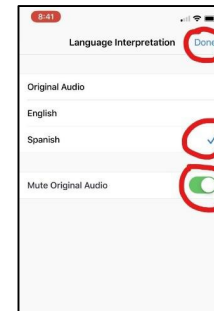
2. Select Language Interpretation.

- Seleccione “Language Interpretation”.



3. Select your preferred language.
If you don't want to hear the original language in the background, click on Mute Original Audio. This sometimes can help when the sound is choppy. Press Done.

- Seleccione el idioma de su preferencia. Si no quiere escuchar el idioma original en el fondo, haga clic en “Mute Original Audio”. Esto a veces puede ayudar cuando el sonido se está cortando. Presione “Done” cuando termine.



Public Comments

- Sign-up on [Google Form](#) before meeting
- During meeting -- type the word “*casa*” in chat bar or use the “raise hand” Zoom feature
- 20 minutes total for Public Comment. 2 minutes per speaker. Please say your name before making comment
- For other agenda items, co-chairs will announce if public commentary is designated for that part





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Meeting Minutes

Pastor A.W. Mays

Approval of Meeting Minutes

08.03.21 Meeting Minutes





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Public Comments

Vanessa Santamaría-Dainton



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EAC Committee Member Team Building Activity

Community Building Subcommittee

Identities & School Equity

Part 1 of 3: Personal Identities



Personal Identities: *more* agency, control, choice

A circular form designed for personal identity exploration. The outer ring is divided into 12 segments, each with a label: "Favorite Music", "One Skill you are Proud of", "Favorite Movie", "Favorite Book", "Favorite Food", "Favorite Hobby", "Favorite Color", "Personal Motto", "Number of Siblings", "Birth Order", "Favorite Music", and "One Skill you are Proud of". The inner circle contains a central area with the text "Three Adjectives to Describe Yourself" and three numbered lines (1., 2., 3.) for writing. Below this, there is a line for "Name".

What?

- Complete and share in a breakout room

Why?

- Find common ground
- Build community
- Start breakout rooms
- Prepare to explore social identities (pts. 2&3)





Community Agreements

- Speak from the “I” perspective
- Listen actively
- Step up, step back
- Respect silence
- Share, even if you don’t have the right words
- Uphold confidentiality
- Lean into discomfort



Personal Identities Reflection

- Which identity feels hardest to share with others?
- What's a hidden talent or skill you can share?
- What were some things people found in common with each other?
- Which identity was the easiest to fill out?
- Which identity was the hardest to fill out?
- Which, if any, personal identities are informed by your social identities, (age, race, gender, sex, dis/ability, etc.)?



Personal Identities & Social Identities

Next Time: Review social identities & list yours

Self-Reflection Post: How do social identities differ from personal identities? How do you see them intersecting? How do you see your different social identities shaping your formal and informal educational experiences; separately and together? Choose 2-3 to talk about in a group.





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Department of Research & Evaluation (DRE)

DRE Team

Long-range Planning

Equity Advisory Committee



September 7, 2021

2017 Bond Program - \$1.05 B

Approximately \$212 M remaining

Comprehensive Projects Scheduled

- Rosedale School (Spring 2022)
- Health Science School at LBJ Early College High School (Fall 2022)
- Brentwood Elementary School (Fall 2022)
- Bowie High School (Phase III: Fine Arts building, Fall 2022)
- Austin High School (Phase II: Dance and athletic support spaces, Fall 2022)
- Casis Elementary School (Phase II: Administration and media resources, Fall 2022)
- New Middle School in Northeast Austin (Fall 2023)

Targeted Projects Scheduled



- **16** projects will be completed by winter 2021
- **3** projects will be completed by spring 2022
- **27** projects scheduled for 2022
- **15** projects scheduled for 2023



Long-range Plan

- Academic vision will serve as the foundation
- An update is needed now to further the work started in the 2017 plan and provide a more equitable distribution of resources, opportunities and investments to support student achievement
- ***Will not*** include recommendations for school closures, rather it will be a growth-minded plan that invests in our historically underserved communities.



Equity by Design



Identifying underserved communities

1. Analyze data across three lenses



Students



Neighborhoods



Facilities

2. Identify and locate vulnerable groups



3. Understand intersections



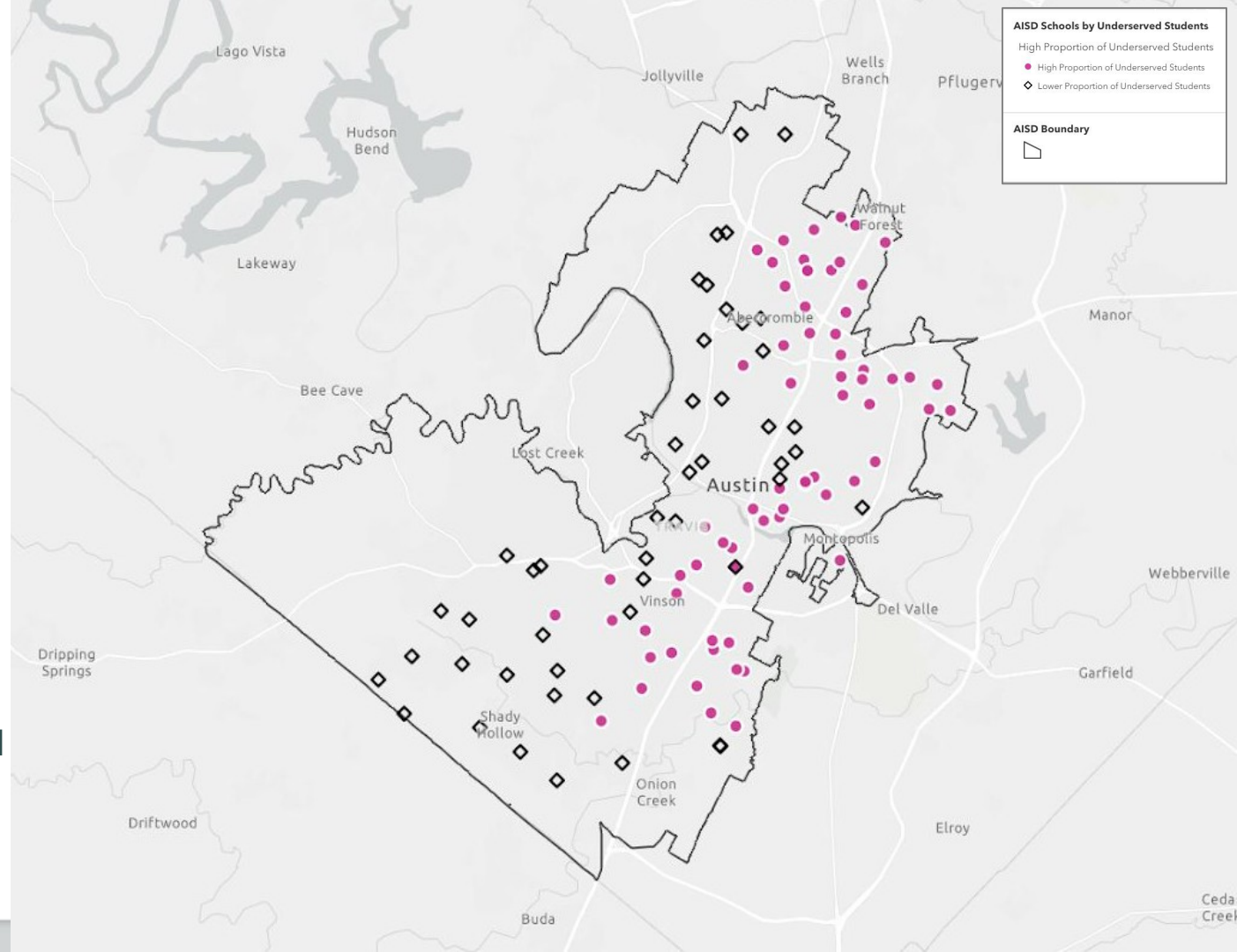
4. Understand details and causes of vulnerability





Where are historically underserved students enrolled across the district?

The **68 schools** with high percentages of historically underserved students are located mostly in the **eastern crescent** of the district.

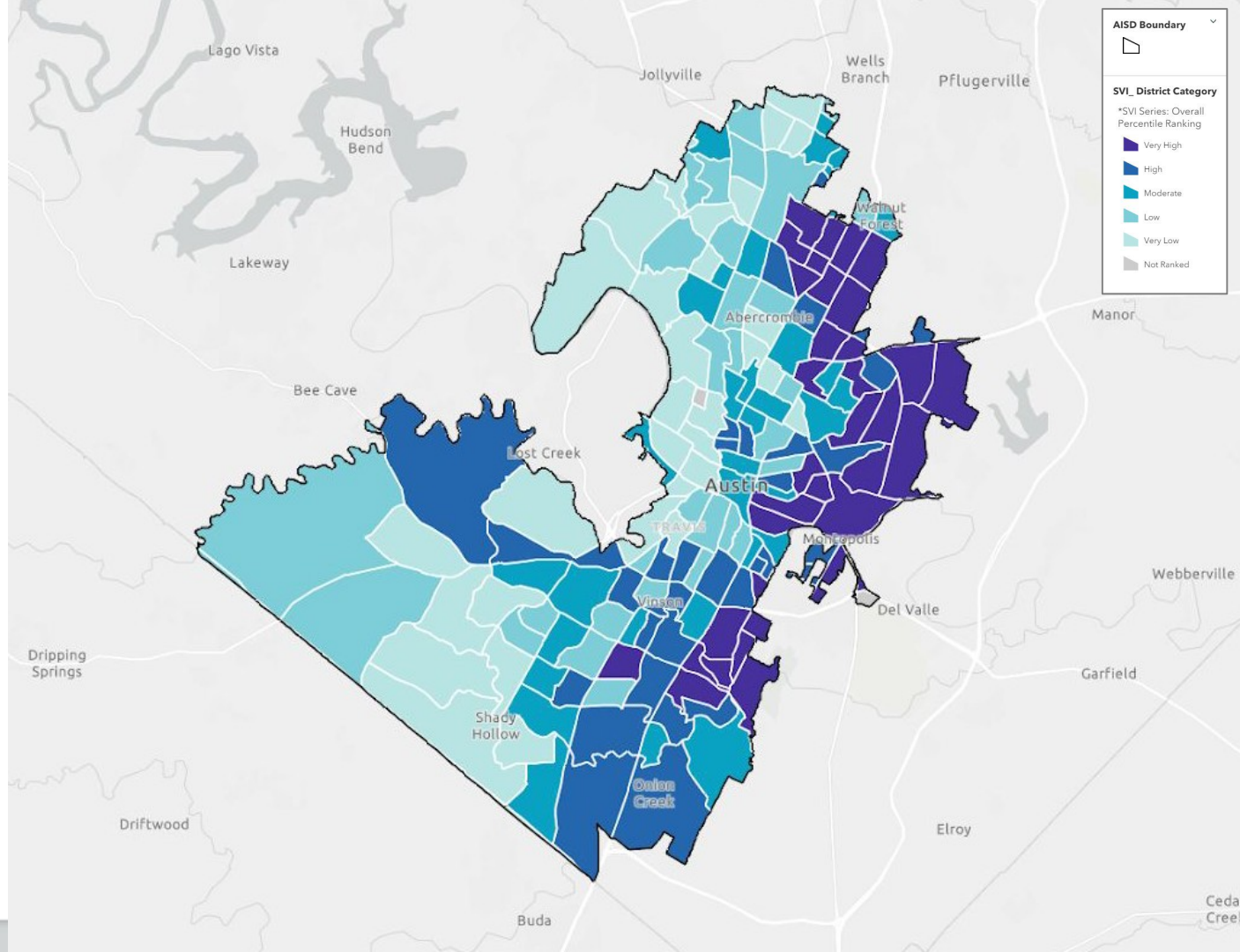




Neighborhoods

Where are the neighborhoods identified as having high social vulnerability?

Neighborhoods (census tracts) were described from being very low to very high for social vulnerability.

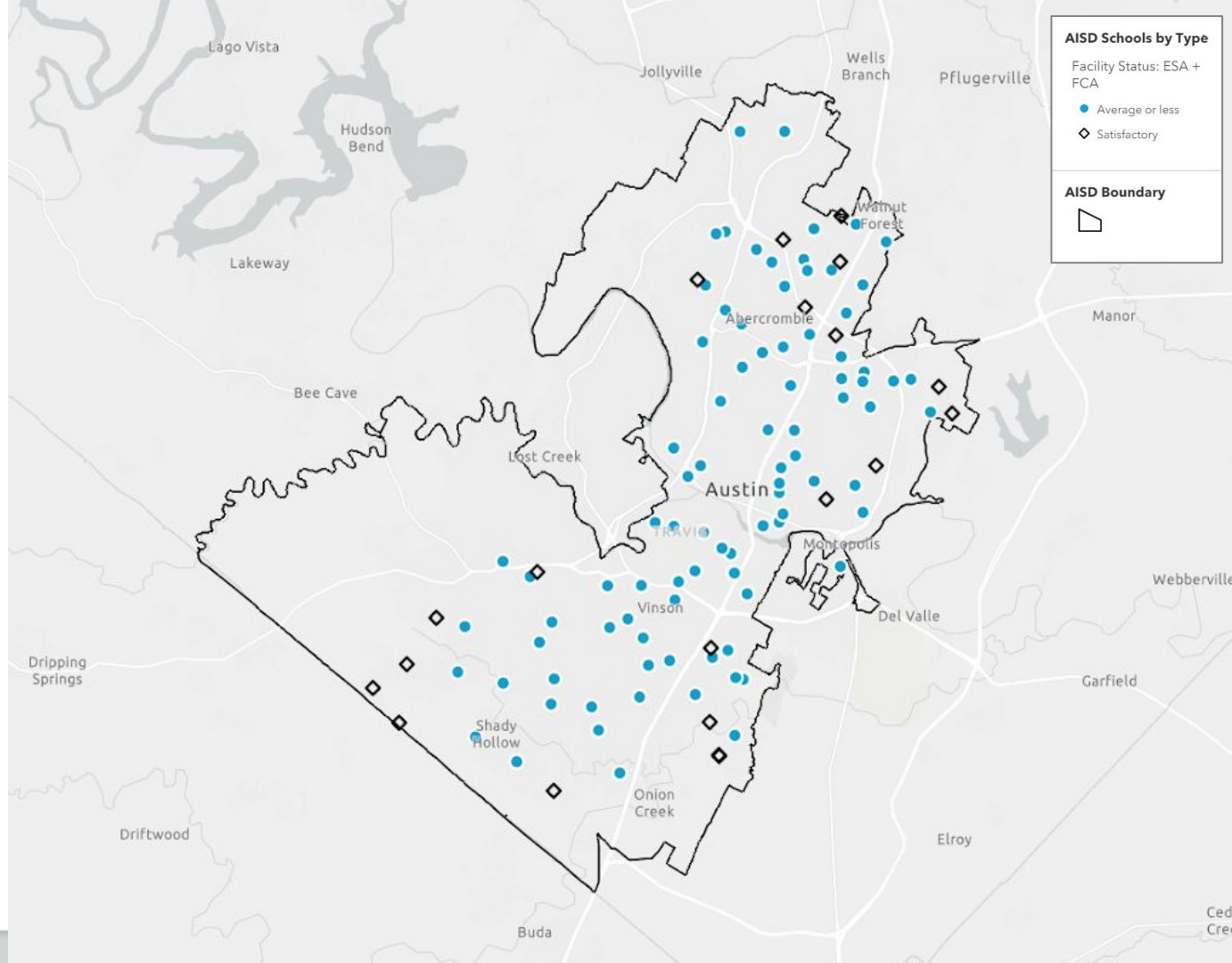




Where are the facilities in need of repairs?

90 schools have a facility condition and/or educational suitability that is average or worse.

These schools are scattered across the district.



Community Kick-off Meetings

- Learn from our community about lived experiences
 - We need to learn from our past to build a stronger future
- Share information about planning process
- Meeting dates:
 - **Monday, Sept 13th 6-8 pm** (English with Spanish interpreters)
 - **Tuesday, Sept 14th 6-8 pm** (Spanish with English interpreters)
 - **Saturday, Sept 18th 10:30-12:30 pm** (English with Spanish interpreters)



Long-range Planning Committees

Charge

- Receive information and feedback from the AISD community
- Collaborate with district staff to develop a long-range plan including goals, strategies, and a prioritized list of needs
- Ensure the plan is represented as it moves to bond planning phase

[LPC Application](#)

Planning Categories

- Academics and CTE
- Athletics
- Visual and Performing Arts
- Facilities
- Safety, Security and Resiliency
- Transportation, Food Services, and Maintenance
- Technology



Contact



Website: <https://www.austinisd.org/plans>

Contact Info:

Project Manager: Melissa.Laursen@austinisd.org





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Discussion & Questions

EAC Co-Chairs



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Optimistic Closing & Adjournment

Vanessa Santamaría-Dainton