MINUTES OF THE EDUCATIONAL VISIT/SPECIAL MEETING OF THE BOARD OF
EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, January 23, 2020

Adopted

Members Present: Beth Albiani, President; Crystal Martinez-Alire, Clerk; Carmine Forcina, Chet
Madison, Sr., and Anthony Perez; Absent: Nancy Chaires Espinosa and Bobbie Singh-Allen

Others Present: Christopher R. Hoffman, Superintendent; Susan Larson, Executive Director; Amy
Besler, Secondary Education Director; Mark Benson, Principal, Harriet Eddy Middle School; Mat
Espinosa, Program Specialist, Educational Equity

OPEN SESSION: Ms. Albiani called special meeting to order at 8:50 a.m. in the library of Harriet
Eddy Middle School and announced that during this special board meeting, there will be a break where
less than a quorum of board members will visit classrooms. These classroom visits were not open to the
public to minimize any disruptions to students during their instructional time.

I. Pledge of Allegiance – Mark Benson, Harriet Eddy Middle School Principal led the pledge of
allegiance.

II. Opening & Review of the Day – Superintendent Hoffman thanked the Board and staff for taking the
time to participate in this educational equity visit and study session.

III. Public Comment/Bargaining Units – None

IV. Equity Observation Tool Overview – Deborah Keys Write, Consultant from the California State
Board Association, provided an overview of the observation process. For additional information refer
to Attachment A.

V. School Overview by Principal Benson – Mark Benson shared information about Harriet Eddy
Middle School that included an overview of the site’s 2018-2023 Strategic Plan. For additional
information refer to Attachment B.

VI. Prep for Classroom Visits – Mathew Espinosa provided the board with information about the
classrooms that the board would be visiting along with the timeline of events.

At 10:00 a.m. Ms. Albiani announced that there will be a break from the meeting for classroom visits
and that the meeting will reconvene at 12:50 p.m.

VII. Debrief and Board Study Session – Ms. Albiani called the meeting back to order and Mr. Espinosa
began the debrief with the board and superintendent. This session deepened the understanding of
educational equity in practice at school sites and governing with an equity lens through classroom
observation and equity discussions.

VII. Adjournment – 2:50 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: [Signature]
Dr. Crystal Martinez-Alire, Board Clerk
Equity Visits

Connections to the Elk Grove Unified Ed. Equity Framework
<table>
<thead>
<tr>
<th>Equity Visit Observation Tool</th>
<th>EGUSD Equity Framework Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity Indicator</strong></td>
<td><strong>Equity Foundations</strong></td>
</tr>
<tr>
<td><strong>1. Cultural Identity:</strong></td>
<td>Curriculum &amp; Instruction: The curriculum and instruction provide mirrors that reflect their cultural identities and provide windows into the cultures of others.</td>
</tr>
<tr>
<td>Student’s cultural identity and stories are acknowledged, valued, and represented in all teaching and learning.</td>
<td>School, Family, &amp; Community Relationships: Family and community members are valued as resources for student learning and inclusive school culture.</td>
</tr>
<tr>
<td></td>
<td>Recruitment, Hiring, Retention: The diversity of cultural identities in our students are reflected in our staff.</td>
</tr>
<tr>
<td><strong>2. Relationships:</strong></td>
<td>Curriculum &amp; Instruction: Development of authentic, respectful relationships between students and between staff and students are prioritized in order to facilitate instruction and student learning. Staff use an outward mindset to recognize the humanity in each student.</td>
</tr>
<tr>
<td>Authentic student-teacher relationships are established and cultivated as a core focus of teaching and learning.</td>
<td>Student-centered Support: Social and emotional supports are provided to facilitate relationship building in the school and classroom.</td>
</tr>
<tr>
<td></td>
<td>School, Family, &amp; Community Relationships: A partnership approach to build authentic, respectful relationships with family and community members is evident in the classroom and school.</td>
</tr>
<tr>
<td><strong>3. Relevance:</strong></td>
<td>Curriculum &amp; Instruction: Curriculum and instruction engage all students in learning and makes learning purposeful and motivating by reflecting the reality of the lives of students.</td>
</tr>
<tr>
<td>Teaching and learning experiences are engaging and are centered around students’ diverse needs, interests, and learning styles.</td>
<td>Opportunity &amp; Access: Students engage in meaningful learning across all content areas and access supports relevant to meeting their academic and socio-emotional needs.</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Support: Connecting with student’s lived experiences, goals, and interests provides student-centered supports to bridge learning with student’s lives.</td>
</tr>
<tr>
<td><strong>4. Rigor:</strong></td>
<td>Curriculum &amp; Instruction: Staff maintain and communicate high expectations for each student and support development of self-efficacy.</td>
</tr>
<tr>
<td>High expectations and deep belief system that all students can learn and reach their full potential.</td>
<td>Opportunity &amp; Access: Every student has access to intellectually challenging learning in every subject.</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Support: Students are provided the academic and socio-emotional supports to be successful in rigorous coursework.</td>
</tr>
</tbody>
</table>
Equity Presentation

January 23, 2020

Principal: Mark Benson
Strategic Plan updated 2017-2018.
Guides our work and initiatives in four areas.

1. IB MYP standards aligned instruction
2. MYP & PLC data based decisions
3. Physical, Social, & Emotional wellness
4. Community Involvement

Harriet Eddy Middle School
International Baccalaureate Middle Years Programme World School
Solution Tree Professional Learning Community (PLC) Model School
Elk Grove Unified School District

Strategic Plan
2018-2023

Providing an Exceptional Educational Experience for All Students.
Harriet Eddy Middle School
Collective Commitments

We have established these collective commitments as a reflection of our shared values and dedication to promote student learning. They represent our shared purpose and commitment to providing all students an exceptional educational experience.

**High Quality Instruction**

- We utilize International Baccalaureate strategies and implementation is visible throughout our campus.
- We foster a learning environment where safety, respectfulness and responsibility are taught and modeled.

**Collaborative Culture**

- We participate in team building activities that support a positive and nurturing school climate for all stakeholders.
- We honor the commitments we have made to the members of our collaborative teams to elevate our team’s effectiveness and promote student learning.

**Community Involvement**

- We provide a welcoming environment that encourages, promotes and provides community involvement opportunities.
- Staff members are positive and actively engaged with students before, during and after school to provide an exceptional educational experience.
Harriet Eddy Middle School
Teaching and Learning Model

IB MYP Unit/Lesson Design
- Conceptual Learning
- Statement of Inquiry
- Global Context
- Approaches to Learning
- Learner Profile
- Summative Performance Task

Instructional Rounds
- School Wide-MYP Instruction
- Departmentally
  - MYP
  - Essential Skills (PLC)

PLC Process
- Common Formative Assessment (CFA)
  - Aligned to Essential Skills
  - PLC Analysis of results
  - Identification of the Problem
    - Cause Analysis
    - Theory of Action
    - Best Practices (What Worked)
    - Re-teach & Re-assess

Harriet Eddy Middle School
Inquiry Focused Learning Experiences

At HEMS, inquiry is a teacher-facilitated, active learning process through which students ask questions, research ideas, solve problems, and reflect for the purpose of discovery and understanding.

1. Inquiry
2. Gradual Release of Responsibility
3. Student Collaboration & Dialogue
4. Frequent Formative Assessment to guide instruction
5. Performance Task Summative Assessments
## Demographics

**2018-19**

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Eddy</td>
<td>1077</td>
<td>16%</td>
</tr>
<tr>
<td>African American</td>
<td>168</td>
<td>16%</td>
</tr>
<tr>
<td>American Indian</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>180</td>
<td>17%</td>
</tr>
<tr>
<td>Filipino</td>
<td>53</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>287</td>
<td>27%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>259</td>
<td>24%</td>
</tr>
<tr>
<td>Multiple</td>
<td>110</td>
<td>10%</td>
</tr>
<tr>
<td>English Learners</td>
<td>73</td>
<td>7%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>10</td>
<td>.7%</td>
</tr>
<tr>
<td>Socioeconomic Disadvantaged</td>
<td>537</td>
<td>52%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>153</td>
<td>15%</td>
</tr>
</tbody>
</table>
Open Enrollment Data
% of projected enrollment applying for OE.

<table>
<thead>
<tr>
<th>Year</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>OE % Loss</td>
<td>16.75%</td>
<td>19.23%</td>
<td>14.24%</td>
<td>12.97%</td>
<td>6.8%</td>
<td>2.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td># of requests to leave</td>
<td>209</td>
<td>235</td>
<td>170</td>
<td>186</td>
<td>119</td>
<td>101</td>
<td>91</td>
</tr>
<tr>
<td># of requests to enter</td>
<td>37</td>
<td>39</td>
<td>32</td>
<td>59</td>
<td>47</td>
<td>70</td>
<td>79</td>
</tr>
<tr>
<td>Total students lost</td>
<td>172</td>
<td>196</td>
<td>138</td>
<td>127</td>
<td>72</td>
<td>31</td>
<td>12</td>
</tr>
</tbody>
</table>

Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/14</td>
<td>959</td>
<td>968</td>
<td>971</td>
<td>1018</td>
<td>1049</td>
<td>1077</td>
<td>1115</td>
</tr>
</tbody>
</table>
IB Middle Years Programme

14/15 Consideration Phase
• Feasibility Study
• Staff Training
• Curriculum Development

15/16 Candidacy Phase
• Staff Training
• Course integration of MYP Structure

16/17 Authorization Phase
• Application Submission Spring 2017
• Authorization Visit-November 2017
• February 2018: Earned Authorization
IB Middle Years Programme

- 8 Areas of study:
  - Arts
  - Design
  - Individual & Societies
  - Language & Literature
  - Language Acquisition
  - Math
  - PE & Health
  - Sciences
IB Learner Profile

- Develops students that are:
  - Inquirers
  - Thinkers
  - Risk-Takers
  - Communicators

- Prepares students to be:
  - Knowledgeable
  - Principled
  - Open-minded
  - Balanced
  - Reflective
  - Caring
Harriet Eddy Middle School

"Providing an Exceptional Educational Experience for all students"
Professional Learning Communities

- 2017-2018
  - Focus on 3 Big Ideas
    - Learning
    - Collaboration
    - Results

- 2019 Solution Tree PLC Model School

HEMS Instructional Cycle

- Re-assess Student Learning
- Provide Intervention & Enrichment
- Deliver Instruction
- Assess Student Learning
- Determine Learning Targets (Essential Skills) (SMART Goal)
- Design IB Aligned Learning Experiences & Common Assessments

Continuous Improvement Cycle

What do we expect our students to know and be able to do? How will we know if they are learning?

How will we respond if they do not learn? How will we respond if they know it?
**Essential Skill #1**
Write a claim with 85% accuracy

**Essential Skill #2**
Cite evidence to support a claim with 85% proficiency

**Essential Skill #3**
Students will demonstrate the ability to write an effective analysis to support a piece of evidence with 85% proficiency
SEL Initiative: PBIS
  - Restorative Practices
  - Clarity of expectations
  - Modeling of expectations
  - Advocacy (Keeping TRACK)
    - Dedicated SEL support
    - IB Learner Profile & PBIS
  - Community Partnerships
    - Frequent School-Home Contact
    - Formal & Informal Involvement
  - National Junior Honor Society
    - #INTRANSLATE Club
  - Clubs & Activities
  - Principal’s Cabinet

Schools Seek to Diversify Gifted, Honors Classes

Kalanna Kelley, an 8th grader at Harriet G. Eddy Middle School, in Elk Grove, Calif., gets a hug from counselor Sandi Peterson after turning in her application to the school’s honors program. Peterson says she has made it her mission to reach out to underrepresented students for honors and gifted classes.

—Hector Amezcue for Education Week
Student Support & Services

- Keeping TRACK
  - Wednesday–Hive Intervention Program (HIP)
  - Friday–SEL/ATL Skills/Learner Profile
- Extended Day Program
  - Before School
  - After School
  - Virtual (Online)
- Counseling & Mental Health
  - PBIS Support
  - Guidance Counseling
  - School Psychologist
  - Social Worker
Future Work

- MYP Initiative:
  - Elementary outreach to support equitable expectations.
- PLC Initiative:
  - Refine our systematic intervention program.
- PBIS & SEL Initiative:
  - Development of Tier 3 system of supports.