

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, August 5, 2017

Adopted

The special meeting was called to order by Mr. Forcina at 8:30 a.m.

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

OPEN SESSION

- I. Pledge of Allegiance** – Superintendent Hoffman led the pledge of allegiance.
- II. Opening and Review of the Day** – Superintendent Hoffman provided an overview of the day.
- III. Bargaining Units/Public Comment** – None
- IV. Community Engagement Presentation** – Mr. Mark Cerutti provided the Board with an update on community engagement.

A look at recent past community meetings:

2013-2014	Introduction to the LCAP process
2014-2015	Elicit LCAP input
2015-2016	Facilities Update

The Board shared and discussed ideas about improving community engagement.

Current Strategies:

Providing Information

- Office of Family & Community Engagement
- District Board Meetings (Recorded and Shared)
- Superintendent’s Quarterly Message to Employees and Families
- Announcements, Current Events and District News
 - www.egusd.net (new website)
 - @ElkGroveUnified (social media)
 - School Messenger (parent notifications)
 - News & Notes (weekly bulletin to all employees)
 - Community Connection Monthly Bulletin
- Marketing (Brand Campaign and Imagery)
- Program Outreach (FACE, Education Services, Student Support & Health Svcs.)
- Community Events
 - Multicultural Festival (August)
 - Feria de Educacion (October)
 - Map Your Future (October)
 - EGUSD College Fair (October)
 - EG Chamber Family Fest (October)
 - Job Fairs (March)

Obtaining Information

- Office of Family & Community Engagement
- Market Analysis

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- Community Involvement
- Social Media Monitoring
- Surveys
 - Parent Surveys (School Year & Summer School)
 - Student Surveys (ELL, Climate (Safety) & Healthy Kids (Social & Emotional))
 - Ad Hoc Surveys
- Data Collection
- Advisory Councils
 - Superintendent
 - Education Services
- PIE Group
- Board Meetings

A copy of Mr. Cerutti's presentation is attached (pgs. 4-8).

The following direction was given by the Board:

- Board members will attend two existing school site meetings
- Informational handouts will be developed for board members to distribute
- Feedback forms will be developed for distribution at meetings
- Ideas for topics to be included on handout/feedback forms will be collected from individual board members and topics of shared interest will be included in final documents

Break – Board President Forcina called for a break at 10:15 a.m. Board President Forcina called the meeting back to order at 10:25 p.m.

- V. Board Handbook** – Beth Albiani and Chet Madison reviewed the updates made to the draft of the handbook. The Board, Superintendent Hoffman and Ms. Karen Rezendes held a discussion about additional changes to the document. Once revisions are made the document will be sent back out to the Board for approval.

- VI. CSBA Presentation: The School Board Role in Creating the Conditions for Student Achievement** – Mary Briggs of CSBA provided the Board with a presentation about their role in creating conditions for student achievement. A copy of Ms. Briggs' presentation is attached (pgs. 9-19).

Lunch Break – Board President Forcina called for a lunch break at 11:45 a.m. Board President Forcina called the meeting back to order at 12:15 p.m.

- VII. CSBA Presentation Discussion** – Ms. Mary Briggs of CSBA answered questions that the Board had about the presentation.
- VIII. Topics for Future Meetings** – The board held a discussion and shared thoughts about topics for future board meetings and retreats. Future Retreat Dates: October 18th, 8:30 a.m. – 2:00 p.m. & January 24, 2018, 8:30 a.m. – 2:00 p.m.

The Board agreed to continue the Arbingier Training at the October 18, 2017 special board meeting.


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Mr. Forcina provided the Board with a list of topics provided by individual board members. A discussion was held and it was agreed that each board member would send Superintendent Hoffman their top 3-5 choices.

The Board requested that personnel other than contracted employees be approved on the consent agenda. Superintendent Hoffman stated that the information presented in closed session could be provided to the Board via Friday packet.

IX. Adjournment – 2:00 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: 
Nancy Chaires Espinoza, Clerk
September 5, 2017

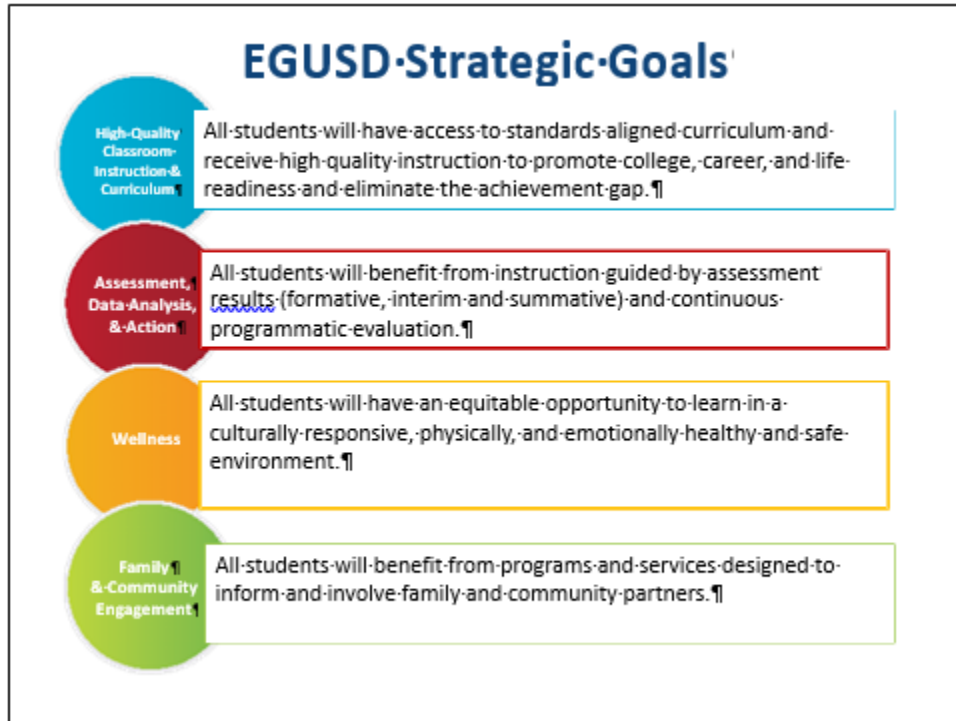
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EGUSD Board of Education Community Engagement

Board of Education Workshop
August 5, 2017



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A Look at where we've been

Recent past Community Meetings

- 2013-2014 Introduction to the LCAP process
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- 2015-2016 Facilities Update



Defining Our Purpose

- *Do we want to engage the community so we can . . .*
 - *provide them information?*
 - *obtain information from them?*



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Do we have a gap?

- Is there a gap between what is needed and what we have?
- How do we know the gap exists?
 - If no gap exists – there's no need for change
 - If a gap exists, we need to determine the cause/s for the gap



Cause Analysis

- If a gap was identified we need to conduct a cause analysis to ensure what we do has the desired impact. We don't want to put a Band-Aid on an elbow for a sprained ankle!
- Cause Analysis
 - Brainstorm
 - Categorize
 - Prioritize
 - Identify cause/s for mitigation/elimination



Are we done yet!

- Using the information from the gap and cause analyses the Board will:
 - Determine if further action is needed
 - No action needed - task completed
 - Action needed – determine targeted action to take



The School Board Role in Creating the Conditions for Student Achievement:

A Review of the Research

August 5, 2017

Mary Briggs, Education Policy Analyst



Thinking about board impact

- Correlation \neq causation
- Reliable research cannot make claims about how governance directly *causes* student outcomes.



The linkages between school boards and teaching and learning are often misunderstood. **School boards do not directly cause student learning.** However, it would appear from finding of the Lighthouse research, as well as the work of others...that the **beliefs, decisions, and actions of school boards directly impact the conditions within schools** that enable district efforts to improve achievement to either succeed or fail.

-- Mary Delagardelle, 2008, p. 240



CSBA report

- Our approach:
 - Review what research says about key factors of district-wide improvement
 - Review existing research on school boards
 - **Connect** district improvement research to school boards by examining the ways boards impact conditions supporting these factors



Set system-wide vision and goals

- Develop vision & goals in partnership with stakeholders
- Focus on student achievement & equity
- Align resources with goals
- Intentional communication to ensure people at all levels *share* the district vision



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Balance system-wide focus & site-level flexibility

- Systems coherence
 - Parts of the system interact to support the district's vision and goals
 - Reduces fragmentation (aka "silos")
- "Goldilocks Effect"
 - Non-negotiable goals with flexibility in approaches



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Support data use for continuous improvement

- Data can help:
 - Understand achievement & opportunity gaps
 - Inform resource allocation
 - Measure progress towards goals
 - Communicate with stakeholders
 - Identify useful areas for professional learning



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Supporting data use

- Leaders set the tone & support capacity
 - Professional learning
 - Adequate time, multiple measures & timeliness
 - Data management systems
 - Culture of continuous improvement & inquiry



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Focus on district culture

- What is district culture?
 - Predominant norms, values, beliefs and attitudes
 - “How we do things here...”
 - **“The Elk Grove Way”**
- District culture influences behavior
- Many initiatives ignore the impact of district culture on implementation



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Aspects of a Positive Culture

- Relational trust
- Shared responsibility for effective teaching and learning
- Belief that all students can learn & schools can have impact
- Inclusive & productive community partnerships



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Invest in professional capacity

- Teacher capacity directly impacts student outcomes
- Principal capacity → school staff development → effective school-level autonomy

Bonus: Teacher retention!!



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Supporting capacity

- District leaders (including board members) play important role in developing capacity at all levels:
 - Recruitment and retention practices
 - Budget for professional learning
 - Coaching models
 - Time for collaboration



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Plan for leadership transitions

- Turnover is inevitable
- Successful launch & sustainability of ambitious reforms require:
 - *Intentional* onboarding plans
 - Hiring practices that set expectations *at outset*
- Understand superintendent turnover



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Superintendent turnover

- Usually motivated by retirement or career advancement
- Other factors associated with turnover:
 - Student poverty (*accountability pressures?*)
 - Poor superintendent/board relations
 - ***BUT most boards/superintendents report having positive relationships & high sense of efficacy***



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Board relationships & roles

- Important to understand board, superintendent, and central office roles
- Each play vital roles in:
 - Establishing vision & goals
 - Resource allocation
 - Community engagement



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Role clarity

- Role confusion  conflict
- Effective boards spend bulk of their time discussing policy rather than administrative details
- Hiring & evaluating superintendents
- The power of questions...



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Professional learning for boards

- Associated with improved student outcomes
- Individual & whole board PD are both important for supporting the conditions of improvement



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Professional learning topics

- Important areas include
 - Basic responsibilities
 - Governance practices
 - Understanding board vs. superintendent roles
 - Improving student outcomes and closing gaps
 - Community engagement and public leadership



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Professional learning opportunities

- Hyperlinks in the electronic version of the report
 - Access on CSBA website using “Governance & Policy Resources” tab
 - Click on “Research and Policy Briefs”



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Annotated bibliography

- 10 key studies that focus on school boards
- 1 study that focuses on superintendent turnover and its association with school boards
- Each entry includes: reference, research question(s), methods, and findings



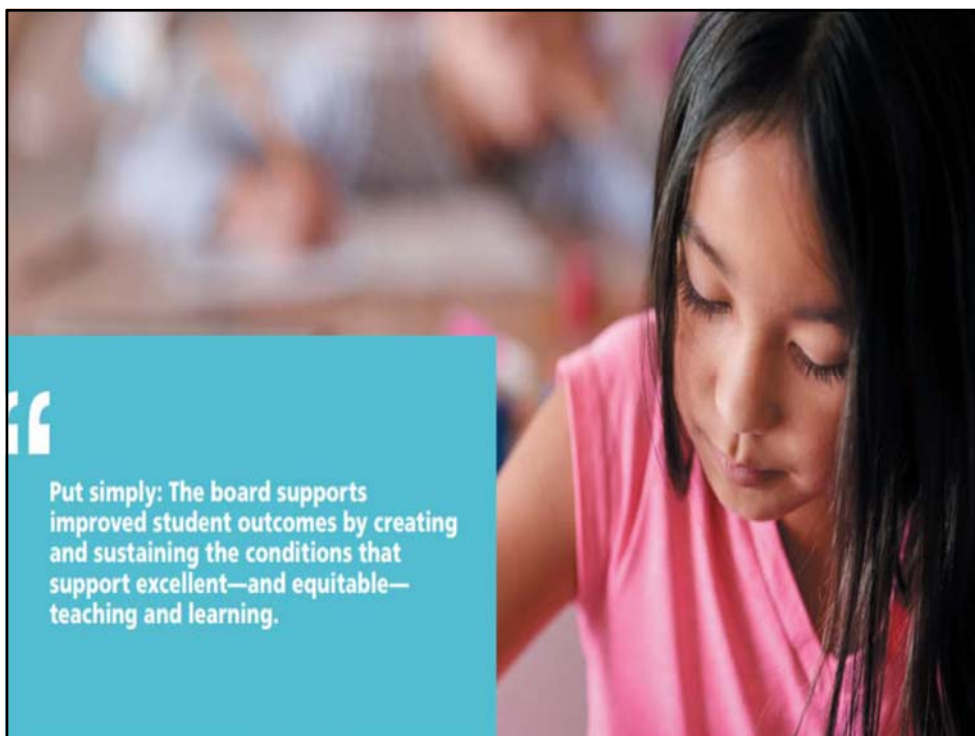
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How Boards Can Use This Report

- Highlight school board role in shaping the conditions for sustainable, systemic improvement
- Inform practice using research
- Further support board professional development



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Put simply: The board supports improved student outcomes by creating and sustaining the conditions that support excellent—and equitable—teaching and learning.