

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.

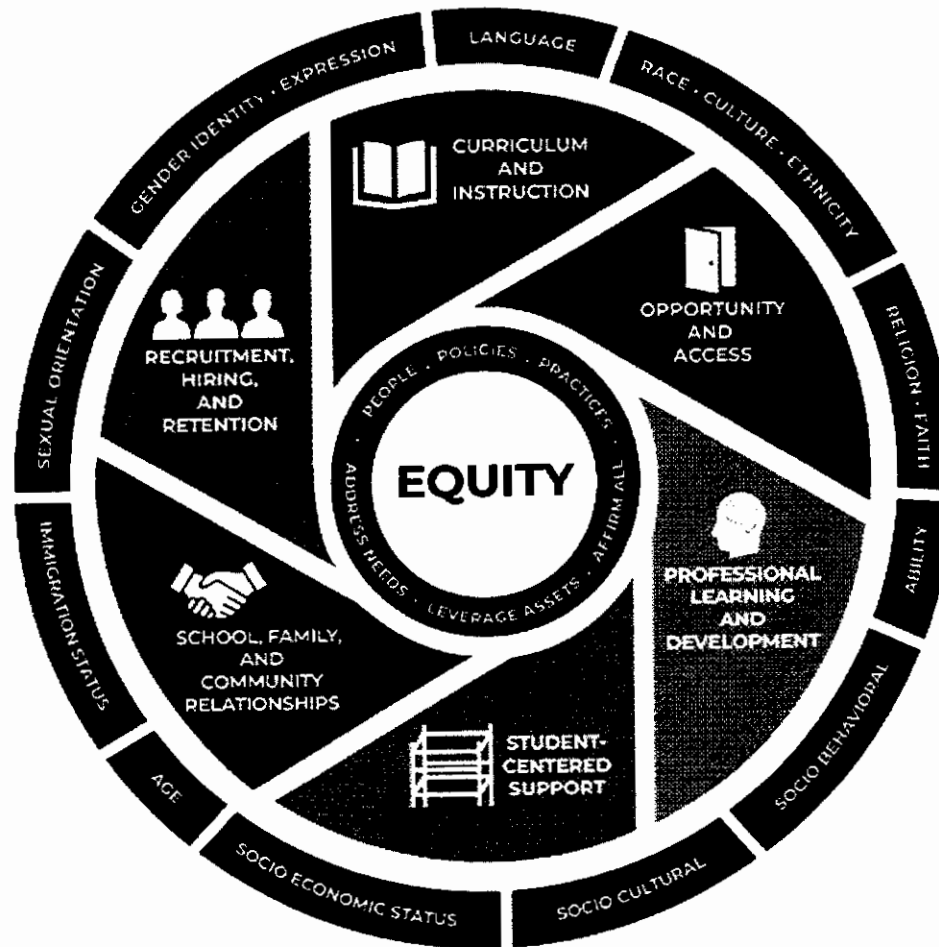
- VII. Adjournment** – 2:50 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: 
Dr. Crystal Martinez-Alire, Board Clerk

Equity Visits

Connections to the Elk Grove Unified Ed. Equity Framework



Equity Indicator 1: Cultural Identities	Equity Indicator 2: Relationships	Equity Indicator 3: Relevance	Equity Indicator 4: Rigor
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Equity Visit Observation Tool	EGUSD Equity Framework Connections	
Equity Indicator	Equity Foundations	Equity Core Values
<p>1. Cultural Identity: Student's cultural identity and stories are acknowledged, valued, and represented in of all teaching and learning.</p>	<ul style="list-style-type: none"> • Curriculum & Instruction: The curriculum and instruction provide mirrors that reflect their cultural identities and provide windows into the cultures of others. • School, Family, & Community Relationships: Family and community members are valued as resources for student learning and inclusive school culture. • Recruitment, Hiring, Retention: The diversity of cultural identities in our students are reflected in our staff. 	<ul style="list-style-type: none"> • Affirm all identities: Students range of identities are validated and affirmed in the classroom and school. • Leverage assets: Students see their identities, stories, experiences, families, and cultures as valuable assets for learning. • Address needs: Students with different cultural identities may also require differentiation in how schools meet their sociocultural needs.
<p>2. Relationships: Authentic student-teacher relationships are established and cultivated as a core focus of teaching and learning.</p>	<ul style="list-style-type: none"> • Curriculum & 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. • Student-centered Support: Social and emotional supports are provided to facilitate relationship building in the school and classroom. • School, Family, & Community Relationships: A partnership approach to build authentic, respectful relationships with family and community members is evident in the classroom and school. 	<ul style="list-style-type: none"> • Affirm all identities: Authentic relationships affirm the intersectional identities of each student instead of treating all kids the same. • Leverage assets: Staff leverage the strengths, interests, experiences, and cultures of students to build authentic relationships with them. • Address needs: Staff recognize that positive relationships are essential for student learning and that some students may require more investment in relationship building than others.
<p>3. Relevance: Teaching and learning experiences are engaging and are centered around students' diverse needs, interests, and learning styles.</p>	<ul style="list-style-type: none"> • Curriculum & Instruction: Curriculum and instruction engage all students in learning and makes learning purposeful and motivating by reflecting the reality of the lives of students. • Opportunity & Access: Students engage in meaningful learning across all content areas and access supports relevant to meeting their academic and socio-emotional needs. • Student-Centered Support: Connecting with student's lived experiences, goals, and interests provides student-centered supports to bridge learning with student's lives. 	<ul style="list-style-type: none"> • Affirm all identities: Authentic relationships affirm the intersectional identities of each student instead of treating all kids the same. • Leverage assets: Staff leverage the strengths, interests, experiences, and cultures of students to build authentic relationships with them. • Address needs: Making content and instruction relevant to students provides opportunities .
<p>4. Rigor: High expectations and deep belief system that all students can learn and reach their full potential.</p>	<ul style="list-style-type: none"> • Curriculum & Instruction: Staff maintain and communicate high expectations for each student and support development of self-efficacy. • Opportunity & Access: Every student has access to intellectually challenging learning in every subject. • Student-Centered Support: Students are provided the academic and socio-emotional supports to be successful in rigorous coursework. 	<ul style="list-style-type: none"> • Affirm all identities: Students across all identity groups are affirmed as being capable of reaching full potential. • Leverage assets: Staff and students leverage the talents, experiences, families, and other assets of students as resources for success in rigorous coursework. • Address needs: Rigorous coursework and high expectations are complemented with instructional supports to meet those high expectations.



HARRIET EDDY MIDDLE SCHOOL

"Providing an Exceptional Educational Experience for all students"

Equity Presentation



January 23, 2020

Principal: Mark Benson



HARRIET EDDY MIDDLE SCHOOL

“Providing an Exceptional Educational Experience for all students”

- 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

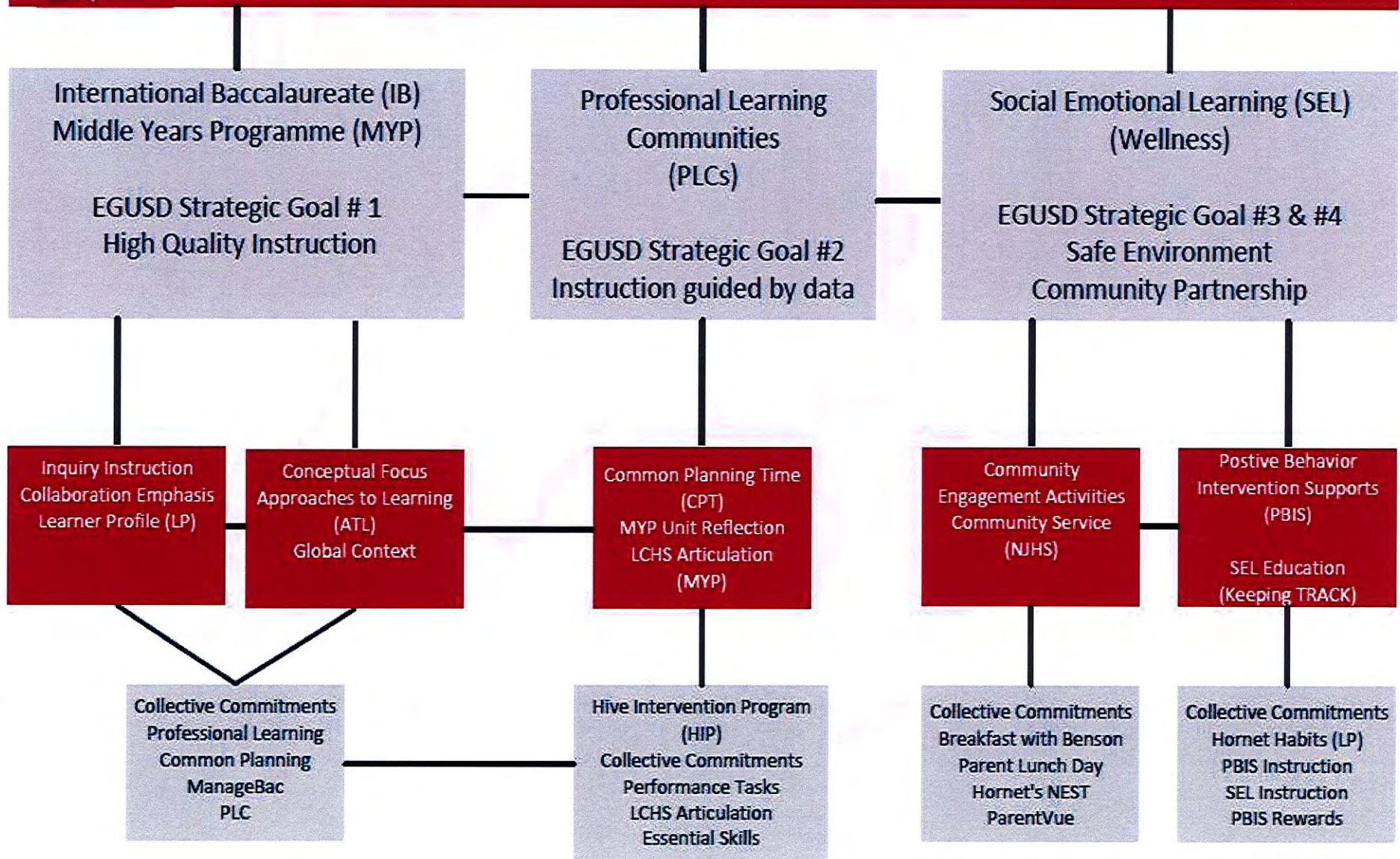
Providing an Exceptional Educational Experience for All
Students.





Harriet Eddy Middle School

"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

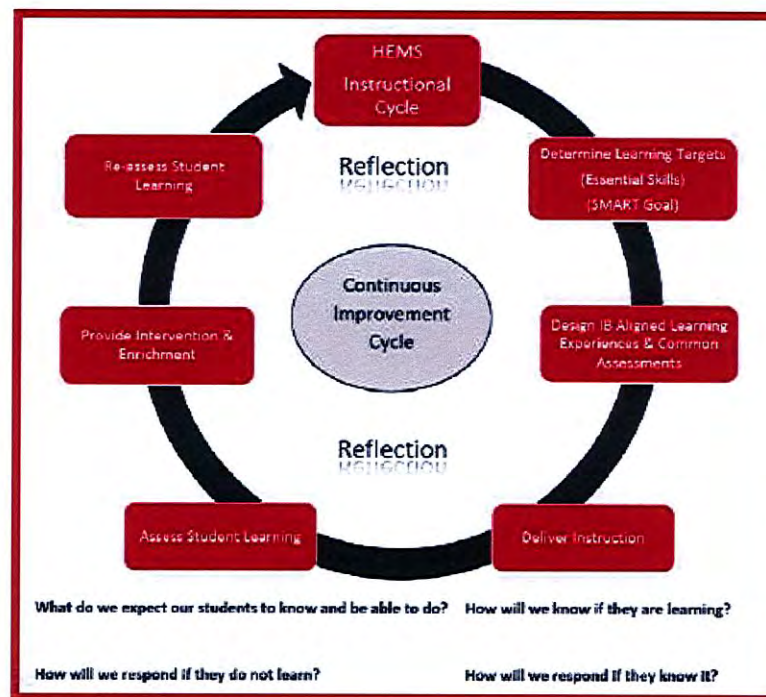
- We participate in team building activities that support a positive and nurturing school climate for all stakeholders.
- We honor the commitments we have made to the members of our collaborative teams to elevate our team's effectiveness and promote student learning.

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.

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



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Demographics

2018-19	Students		Teachers	
	N	%	N	%
Eddy	1077		60	
African American	168	16%	2	3%
American Indian	12	1%	1	2%
Asian	180	17%	4	7%
Filipino	53	5%	1	2%
Hispanic	287	27%	8	13%
Pacific Islander	8	1%	0	0%
White	259	24%	37	62%
Multiple	110	10%	7	12%
English Learners	73	7%		
Foster Youth	10	.7%		
Socioeconomic Disadvantaged	537	52%		
Students with Disabilities	153	15%		



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Open Enrollment Data

% of projected enrollment applying for OE.

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

Enrollment

13/14	14/15	15/16	16/17	17/18	18/19	19/20
959	968	971	1018	1049	1077	1115

Embrace Diversity Emphasize Unity





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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

17/18 Authorization Visit-November 2017

- February 2018: Earned Authorization



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IB Middle Years Programme

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





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IB Learner Profile

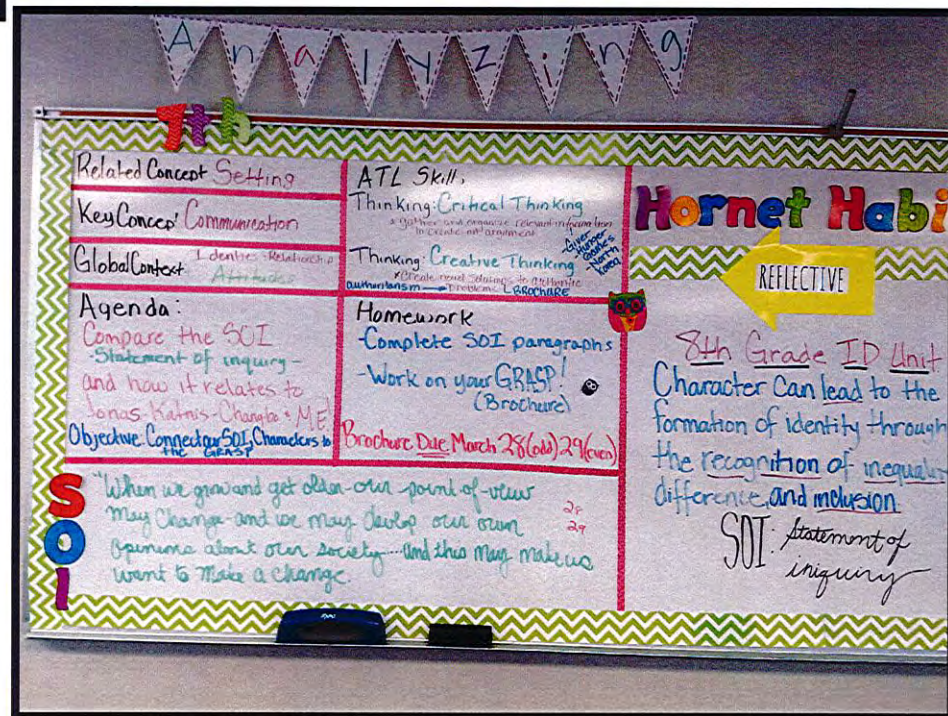
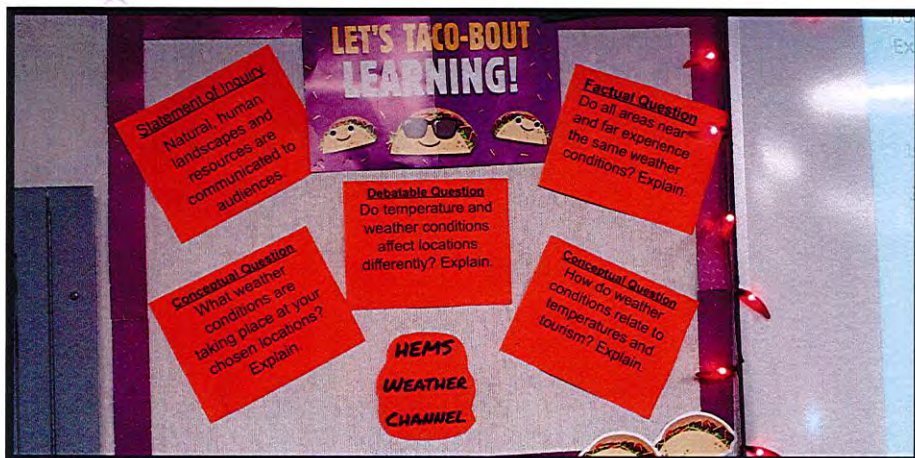
- Develops students that are:
 - Inquirers
 - Thinkers
 - Risk-Takers
 - Communicators
- Prepares students to be:
 - Knowledgeable
 - Principled
 - Open-minded
 - Balanced
 - Reflective
 - Caring





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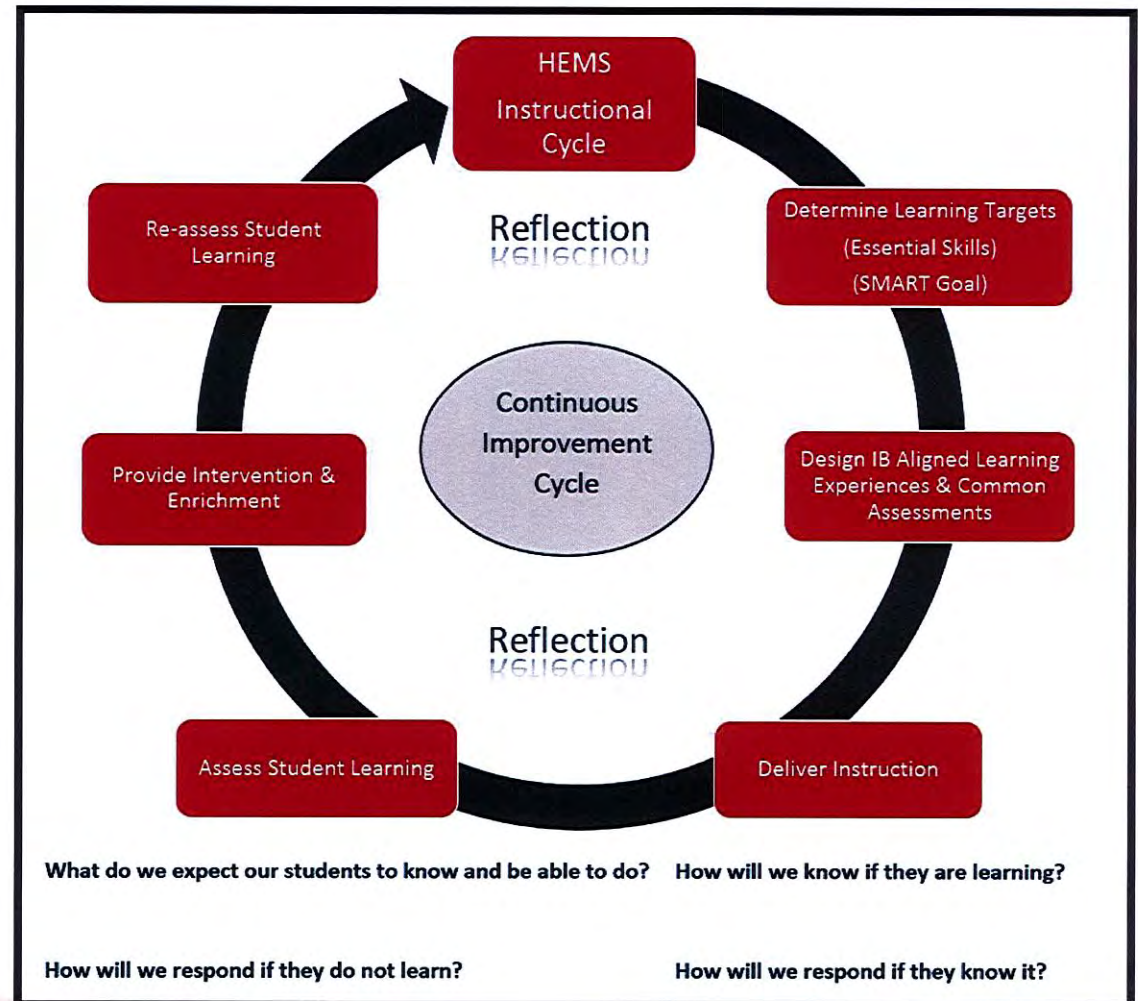


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Professional Learning Communities

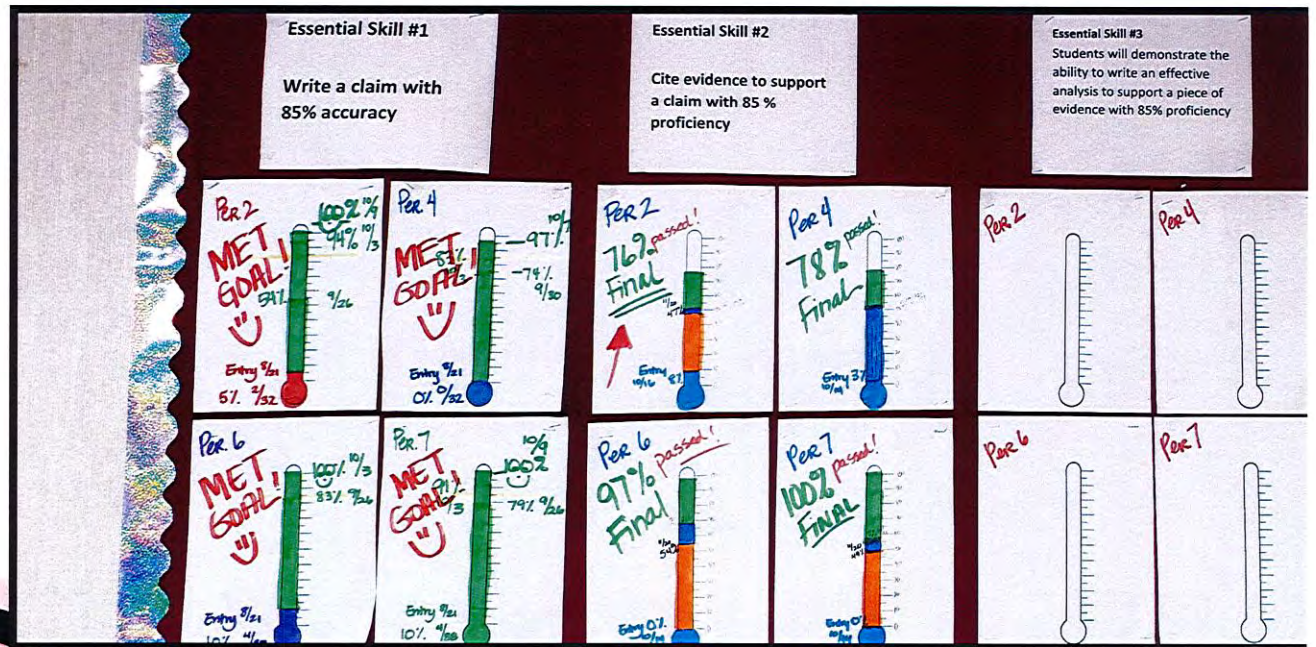
- 2017-2018
 - Focus on 3 Big Ideas
 - Learning
 - Collaboration
 - Results
- 2019 Solution Tree PLC Model School





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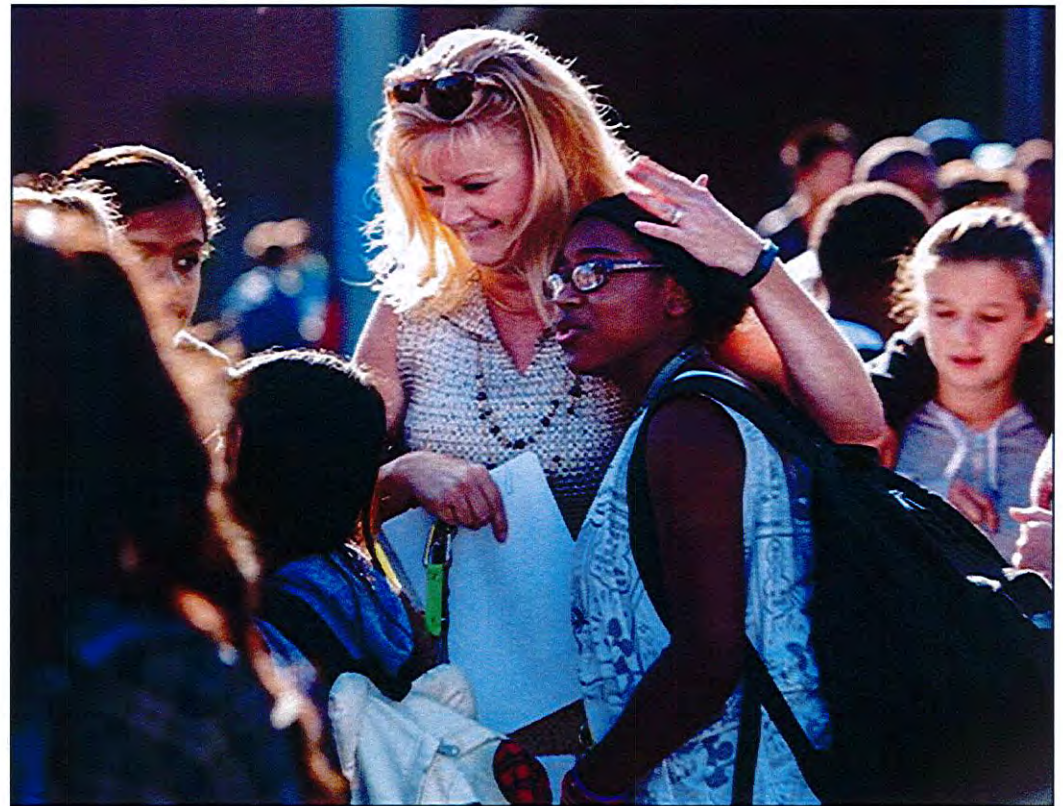
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SEL Initiative: PBIS

- 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
 - #ITRANSLATE Club
- Clubs & Activities
- Principal’s Cabinet

Schools Seek to Diversify Gifted, Honors Classes



Kaianna 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 Amezcua for Education Week

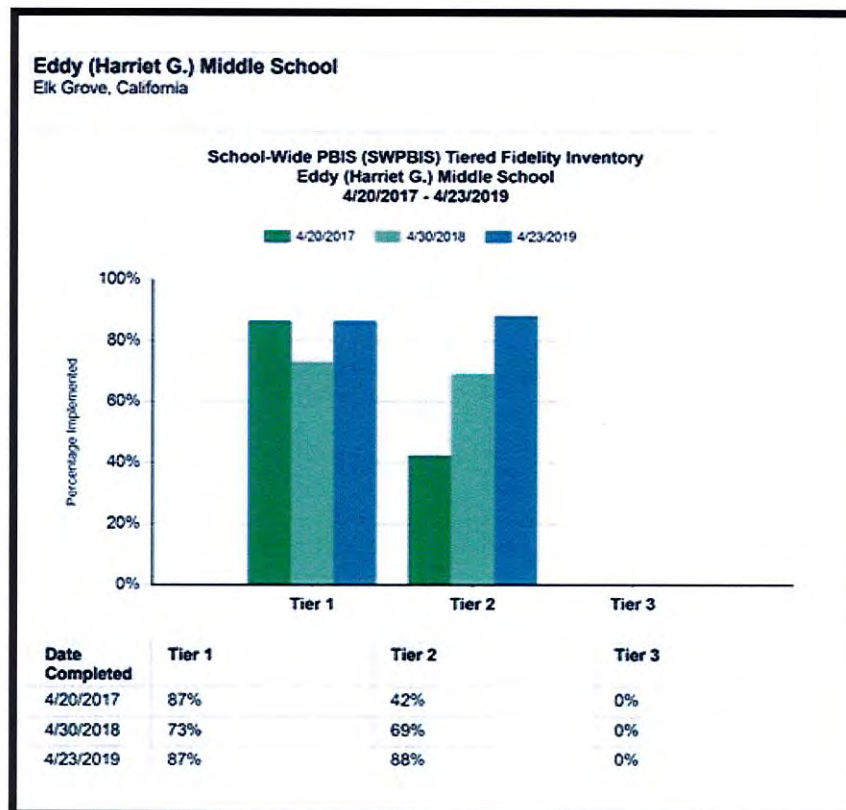


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Student Support & Services

- 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





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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.