

**Mission/Vision of Equity Task Force: The Why**

The mission of the Equity Task Force is to empower all HBCSD students to be twenty-first century leaders, critical thinkers, thoughtful listeners, effective collaborators, global citizens, and compassionate contributors who understand how equity, diversity, and inclusion improve the way we experience and thrive in the world.

The Task Force (or subsequent superintendent committee) will support HBCSD's emphasis on social justice, critical reflection, and inclusion. The Task Force is committed to proactively and continuously dismantling structural racism and implicit biases and will work to ensure that board policies, programs, curriculum, human resources, and decisions center around equity. We recognize that educational equity goes beyond formal equality—where all students are treated the same—and will foster a barrier-free environment for all students to succeed.

**Ongoing District Orientation**

HBCSD is committed to educational equity, both from a larger systems perspective and an individual student perspective, so that every child has an equal chance for success. As a district, we will intentionally provide opportunities - and eliminate obstacles - so that race, color, ethnicity, ancestry, national origin, citizenship status, sex, gender, gender identity, gender expression, language, religion, medical history, ability, economic status, family model, sexual orientation, marital status, parental status, and all protected classes are not barriers to school success.

HBCSD will evaluate, revise, and improve the funding, curriculum, support services, policies, and climate for all. To do this, HBCSD will evaluate clear and accurate student/district academic, school climate data and district practices to inform our goals, guide our efforts, support our improvements, and fulfill the HBCSD's vision for an equitable education system.

## **Glossary**

All School Stakeholders:	faculty, staff, students, parents
All Stakeholders:	faculty, staff, students, parents, community members
Identities:	racess, ethnicities, socioeconomic statuses, genders, gender identities, sexual orientation, cultures, religions, family and home structures, and abilities
Intervention:	program or set of steps to help kids improve at things they struggle with
Professional Development:	ongoing learning opportunities available to teachers and other education personnel through their schools and districts
Diversity:	practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Equity:	“the state, quality or ideal of being just, impartial and fair” and is synonymous with fairness and justice - equity as not simply a desired state of affairs or a lofty value – but involves trying to understand and give people what they need to enjoy full, healthy lives. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.
Equality:	equal distribution and access to resources and opportunities necessary for a safe and healthy life. uniform distribution of access to ensure fairness.
Inclusion:	authentic and empowered participation and a true sense of belonging.
Equity Audit:	review of institutional practices in order to identify those practices that produce discriminatory trends in data.

## **Assumption**

Timeline: Recommendations continue unless there is a sunset date.

Resolution	Status	Next Steps
<b>Equity Priority 1:</b> Set and Communicate an Equity Agenda and Measurable Targets 1a: The Equity Agenda shall establish a vision of equity for student achievement and development in the district that is inclusive of students of all races, ethnicities, socioeconomic statuses, genders, gender identities, sexual orientation, cultures, religions, family and home structures, and abilities.	Complete.	See the Statement on Equity
1b: The Equity Agenda will establish ambitious and measurable targets of achievement at the student group, school, and district level.	Partially complete.	Based on recommendations, District to present a plan for growth targets.
1c: The Equity Agenda will establish a communication plan that actively publishes transparent and comprehensive data on equity and student achievement.	Complete.	ETF recommends this on a trimester basis.
1d: The Equity Agenda will outline clear equity-focused priorities for the district enabling the district to establish a holistic and objective framework to guide the allocation of resources, evaluate district and school performance, promote transparent communication, and foster equitable student achievement goals.	Complete.	The ETF recommendations found below.

<p><b>Equity Priority 2:</b> Monitor Equitable Implementation of Standards and Assessments 2a: The Equity Agenda will create a system to monitor the stated Priority 1 goals via site-level data on a consistent basis. Data to monitor goals could consist of surveys, State assessments, in addition to other measurements.</p>	<p><i>Complete.</i></p>	<p><i>The ETF recommendations found below.</i></p>
<p>2b: The Equity Agenda will create a tool (rubric/checklist/guiding questions) to be used to evaluate instructional practices consistently and fairly at all school sites.</p>	<p><i>Incomplete.</i></p>	<p><i>ETF does not have this tool created. Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i></p>
<p>2c: The Equity Agenda will create a tool (rubric/checklist/guiding questions) to understand and evaluate Board and District policy impacts on equity.</p>	<p><i>Incomplete.</i></p>	<p><i>ETF does not have this tool created. Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i></p>
<p><b>Equity Priority 3:</b> Allocate Resources to Achieve Equity 3a: The Equity Agenda will include provisions for the budgeting process and resource allocation in response to Priority 1 goals.</p>	<p><i>Partially Complete.</i></p>	<p><i>Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i></p> <p><i>The ETF Recommendations, does</i></p>

		<i>recommend a review of budget priorities. ETF recommends District include this in their plan in collaboration with the ETF. The ETF has suggested grants, and stimulus \$, but will need District guidance re allocations?</i>
3b: The Equity Agenda will establish ambitious, but achievable, response targets to Priority 2 data.	<i>Partially complete.</i>	<i>In the first round of recommendations, we did put a target in terms of percentage growth, however, Recommendations below, we do not specifically call out target % growths, and would like the District to propose a plan in collaboration with ETF?</i>
3c: The Equity Agenda will provide guidance on the distribution of resources, including human capital, school funding, and other resources, to specifically address equity shortfalls in the district.	<i>Complete.</i>	<i>See Professional Development section of ETF Recommendations. Additional suggestions should be part of the District's Plan in collaboration w/ ETF?</i>

<p>1. Craft an Equity Agenda based on the definition of equity set by the Board and the adopted equity priorities that establish a full framework to maintain equity for all students in the district. This may include an examination of the Board's definition of equity, and a proposal to make adjustments.</p>	<p><i>Partially completed.</i></p>	<p><i>ETF has created a definition of equity/and, we can use District Board Policy already adopted. ETF recommends district set equity GOAL for 2021-2022 in collaboration with ETF. Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i></p>
<p>2. Create Task Force governance doctrine—to be approved by the Board of Trustees—that includes, but is not limited to, future selection and replacement process of task force members, rules and procedures, and vision and mission statement.</p>	<p><i>Partially complete.</i></p>	<p><i>ETF needs to bring a proposed Superintendent Committee/ Subcommittees as recommendations and confirm this governance. Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i></p>
<p>3. Establish clear benchmarks and goals based off metrics to be defined for student achievement with a specific focus on: Students with abilities, students who are socioeconomically disadvantaged; English language learners; students who identify as a race or ethnicity other than</p>	<p><i>Partially complete.</i></p>	<p><i>Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i></p>

<p>Caucasian; students who identify as LGBTQ+; by December 9, 2020, HBCSD Board of Trustees meeting.</p> <p>Criteria:</p> <ul style="list-style-type: none"> <li>• These targets should allow the Board of Trustees to track the overall performance of each school by trimester.</li> <li>• Benchmarks should be valid and reliable data measures of student growth within student subgroups and schools.</li> </ul>		
<p>4. Create a rubric/checklist/guiding questions to assess the equity impact of board policies.</p>	<p><i>Incomplete.</i></p>	<p><i>Could this be a recommended part of the District's Plan in collaboration w/ Superintendent committee?</i></p>
<p>5. Collaborate with the Superintendent/District Communication Liaison to develop a communications plan for district stakeholders that focuses on transparent communication of performance, progress, and equity (keeping within the bounds of student privacy laws). (i.e., representatives will present ideas on how to engage with the process outside the meetings with their stakeholder group).</p>	<p><i>Partially complete.</i></p>	<p><i>Could this be a recommended part of the District's Plan in collaboration w/ Superintendent committee?</i></p>
<p>6. Establish a trimester monitoring system that monitors student, staff and school progress towards achievement benchmarks and</p>	<p><i>Partially complete.</i></p>	<p><i>In the first round of recommendations, we did put a target in</i></p>

goals established by the Board and District by December 9, 2020, HBCSD Board of Trustees meeting.		<i>terms of percentage growth, however in <u>recommendations</u> we don't specifically call out target % growths . Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i>
<b>Ongoing Equity Task Force Actions:</b>  1. Task Force will determine whether to establish an ongoing District Equity Committee and how that would be composed.	<i>Partially completed.</i>	<i>Need to confirm subgroup committees and dates/time/ and criteria for committee membership? Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i>
2. Review current board policies and identify ways that those policies support or inhibit equity in our schools and classrooms.	<i>Completed.</i>	<i>Board policy supports this work, now we need to align board goals, district goals.</i>
3. Evaluate the LCAP spending, with a review of the current LCAP process, through the equity framework and indicate how the LCAP	<i>Incomplete.</i>	<i>ETF has not looked at the LCAP spending. Could</i>



supports or inhibits student growth in subgroups that have historically underperformed.		<i>this be a recommended part of the District's Plan in collaboration w/ ETF?</i>
4. Work with Superintendent to prioritize communication relating to the equity framework.	<i>Partially completed.</i>	<i>Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i>  <i>Board discussion happening April 14</i>
5. Monitor student progress toward achievement goals and provide recommendations and solutions to the Board.	<i>Partially complete. This is a repeat in resolution.</i>	<i>Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i>
6. Examine the budget against the Equity Agenda and identify areas where allocation of human and capital resources do not effectively address equity.	<i>Partially Complete.</i>	<i>ETF does not recommend ways to pay for ETF recommendations at this time, but suggests grants, and stimulus \$. Could this be a recommended part of the District's Plan in collaboration w/ ETF?</i>



Recommendations from ETF

Area	Recommendations	Desired Outcomes
<b>Intervention</b>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>● Annual Equity/Access Audit               <ul style="list-style-type: none"> <li>○ E.g., Create a system to research and present best practices to stakeholders</li> <li>○ E.g., Audit curriculum (History-SS, ELA YR1, etc.) and programming to ensure a just, equitable, and inclusive experience for every student and staff member</li> <li>○ E.g., Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services</li> </ul> </li> <li>● Trimester monitoring of data from interventions, sharing of best practices and district recommendations re: appropriate % of annual growth.               <ul style="list-style-type: none"> <li>○ CAASPP</li> <li>○ CHKS</li> <li>○ Panorama</li> <li>○ Attendance Data</li> <li>○ Discipline Data</li> <li>○ iReady</li> </ul> </li> <li>● Support staff with consistent PD to promote best intervention practices.               <ul style="list-style-type: none"> <li>○ E.g., SDAIE strategies, SPED strategies, Blooms, lesson plans)</li> <li>○ E.g., norm professional “peers” into the classroom, celebrate best practices</li> <li>○ E.g., put in place effectiveness/ satisfaction survey at the end of PD’s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● District recommendations (in collaboration with ETF?) 1 year and 3-year goals with percentage growth targets</li> <li>● Stakeholder meeting(s) to review and discuss progress of interventions, best practices, and data sources</li> <li>● Staff/Student/stakeholder data reflects ongoing growth. E.g., feedback from staff after PDs E.g., Case study examples</li> </ul>

	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Personalize education that helps students develop agency over their learning.             <ul style="list-style-type: none"> <li>E.g., Portfolios, student led conferences, student created and lead, group/clubs (possibly service and justice group)</li> </ul> </li> </ul> <p><u>Year 3</u></p>	<ul style="list-style-type: none"> <li>Staff/Student/stakeholder data reflects ongoing growth.             <ul style="list-style-type: none"> <li>E.g., Case study examples of portfolios, slc, student created and lead groups/clubs/initiatives</li> </ul> </li> </ul>
<b>Professional Development</b>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Financing             <ul style="list-style-type: none"> <li>Find a budget line for professional development</li> </ul> </li> <li>Publish annual PD calendar</li> <li>Topics             <ul style="list-style-type: none"> <li>Elevate conversations about identities (see definition in glossary)</li> <li>Guided conversation as part of actual curriculum and assignment</li> </ul> </li> <li>Shared folder             <ul style="list-style-type: none"> <li>Build awareness re: tools (local, regional, national) that are available to staff for DEI work (e.g., virtual "lit trailer")</li> </ul> </li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Topics             <ul style="list-style-type: none"> <li>Staff development of tools to building student agency in all grades and especially 5th-8th grade</li> <li>Teacher examination of curriculum and PD to build anti-racist framework (e g: creating student voice with curriculum; making list of recommended books; bringing in voices from multiple identities)</li> </ul> </li> </ul> <p><u>Year 3</u></p>	<ul style="list-style-type: none"> <li>Ongoing prioritization in budget presentations</li> <li>Student/Staff data reflects PD calendar</li> <li>PD reflecting growth in staff/student/stakeholder's ability to have conversations</li> <li>Data showing stakeholders using resources</li> <li>PD reflecting growth in staff/student/stakeholder's ability to have conversations and build student agency</li> <li>Data showing stakeholders using resources</li> </ul>

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<b>Governance/ Communication</b>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Continue Equity Task Force/ Committee as a Superintendent Committee <ul style="list-style-type: none"> <li>◦ With potential subgroups (Collaboration group, grant writers' groups, community outreach group, data monitoring, literature subgroup, grant writing)</li> </ul> </li> <li>• Create DEI tool aligned with mission/ vision/values to examine target category awareness in all facets of district (programming, curriculum, pd ...)</li> <li>• Establish communication plan for: Data monitoring, best practices, <ul style="list-style-type: none"> <li>◦ Create space to communicate/ ETF news re local, regional, and national equity seminars/events that are available to our community of stakeholders</li> <li>◦ e.g., Trimester Board report update re monitoring of target data at trimester marks in addition to more timely/ relevant announcements</li> <li>◦ Publish and create transparency</li> </ul> </li> <li>• Review the mission, vision, and values of the district to align with the values put forth by the ETF-centered around equity</li> <li>• Identify structures for collaboration with community partners, other schools and multi-racial staff</li> <li>• District to create/select school wide programming and visual culture (e.g., murals, art) to elevate student voices and student conversations about identity <ul style="list-style-type: none"> <li>◦ E.g., panel on anti-racism</li> <li>◦ E.g., make an ask of PTO and HBEF to include target category programming as a designated funding category</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Committees functioning with key tasks and as collaborators; Recommendations being implemented or bettered.</li> <li>• Have a working tool that district and stakeholders agree reflects DEI values of the district and can be used as a guide to better awareness and practice.</li> <li>• Communication tools being updated regularly, used regularly, and stakeholders have awareness of access re: where communication/ETF news is found.</li> <li>• Annual District mission/vision review to reflect equity as a top district priority.</li> <li>• Structures identified in district plan. Staff/stakeholder data reflects ongoing growth</li> <li>• Ongoing student, staff, and stakeholder programming and visual spaces/communication identified in district plan. Staff/stakeholder data reflects ongoing growth</li> </ul>
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	<ul style="list-style-type: none"> <li>○ E.g., staff talking points to address issues with students</li> <li>● Create protocol for bias incident response or significant community event for district and staff</li> </ul> <p><u>Year 2</u></p> <p><u>Year 3</u></p>	<ul style="list-style-type: none"> <li>● District/Staff give/giving direction re: how to respond to incidents and support conversations</li> </ul>
<b>HR</b>	<p><u>Year 1</u></p> <p>Establish a system of monitoring human resources to collect and report data concerning the participation of underrepresented subgroups.</p> <ul style="list-style-type: none"> <li>○ E.g., Publish/make transparent faculty, staff demographics</li> <li>○ E.g., Publish/make transparent hiring standards</li> <li>○ E.g., Review and revise Internal practices of hiring to demonstrate to district commitment of equity</li> </ul>	<ul style="list-style-type: none"> <li>● System is established and is shared with the public</li> <li>● Hiring is reflective of districts commitment to equity</li> </ul>

#### Appendix WIP:

Resources

## Appendix WIP:

[Resolution](#), Sept. 2020

## [Application for Task Force](#)

### Task Force members:

- Raymond Jackson (Parent)
- Erin Starr (Parent)
- Hilary Ferguson (Parent)
- Felicia Hunt (Parent)
- Carey Grant (Parent)
- Jen Cederquist (HBCSD Staff)
- Vivian Albelda (Alumni)
- Jason Johnson (HBCSD Staff)
- Allyssa Lessinger (Alumni)
- Jen Cole (Board Member)
- Maggie Bove-LaMonica (Board Member)
- Eva Asiddao (Student)
- Maya Williams (HBCSD Staff)
- Suzanne Connors (HBCSD Staff)

### Meeting Notes

- [PPT Presentation #1](#)
- [PPT Presentation #2](#)
  - [Notes from the meeting](#)
- [PPT Presentation #3](#)
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- [PPT Presentation #5](#)
  - [Small group notes](#)
  - Summary of [meeting notes](#) from Dec. 15th meeting
- Summary of [meeting notes](#) from Jan 21 meeting
- [Annie E Casey Anti-Racist Continuum](#)
  - [Annie E Casey Anti-Racist Organization Action Guide](#)
  - [Aspen Institute Confronting Systemic Racism](#)
- Examples of [Audit tools](#)
- Examples of [Rubrics](#)
- Examples of Glossary Terms:



- <https://www.adl.org/education/resources/glossary-terms/education-glossary-terms>
- <https://medium.com/bgl-tech/diversity-and-inclusion-a-glossary-of-terms-c540e6e8e4fc>

## **HBCSD Data Summary**

[Data summary from HBCSD](#) (CAASPP, CHKS)

[Data summary from HBCSD](#) (Attendance and Discipline)

## **Questions/Answers re: Data**

### **English Language Learner Support**

- *What supports are we giving our ELL population? Are they learning in their native language or just English? What are the numbers for those who learn in their native language vs having to learn in english while learning english?*
- *What teaching and learning is done in first language to help students conceptually while growing language acquisition.*
- *What are schools already doing to address this data? Do schools have PDs around ELs and sub-groups? Is there an EL lead in the schools?*

**Currently 23 English Learners K-8, with one new student (TBD)**

**English Learner Coordinator is Erin Infusino (200 minutes per week)**

### **What supports are we giving our ELL population?**

- Accounts to Imagine Learning, computer-adaptive literacy software (can be used at home or in Language Arts class)
- DELAC meetings once per trimester
- Invitation to English Language Development Intervention classes (6-8=30min/week, K-5=60min/week)
- One-on-one 45 min/weekly 'tutoring sessions' with Erin Infusino for those with highest need and without resource support (3 students)
- Classroom teacher supports/strategies - PD 1/11/21

### **Are ELL students learning in their native language or just English?**

- Just English. When new-comers join us from a Spanish-speaking country, Erin Infusino can assist with first-language instruction to ease the transition. It is infrequent that we have a new-comer with no English.

### **What are the numbers for those who learn in their native language vs having to learn in English while learning English?**

- At the present moment, 0:23

### **What teaching and learning is done in first language to help students conceptually while growing language acquisition?**

- N/A

### **Do schools have PDs around ELs and sub-groups? Is there an EL lead in the schools?**

- Annual EL PD in the spring (EL teaching strategies)- required as per our [EL Master Plan](#). View's will be held in the Spring this year.

- This year, Valley will hold PD in January (at noted above) to make sure we are addressing classroom interventions and learning loss earlier in the school year.

**For special ed - can disabilities be defined to see what individual help is needed for each group to make greater improvements?**

AUTISM- 19

ED-2

HH-2

MD-2

OI-1

OHI-28

SLD-83

Total-137 (11.5.%)

Total Enrollment-1195

**What can be learned from math achievement and how can this be expanded?**

Our Math Department (and Elementary) stresses the foundation of each math concept that is taught. From starting off with using manipulatives (like counters and base ten blocks) to eventually learning the algorithm. A strong foundation needs to be laid out in order to move forward with a concept. It is also important that concepts are taught in a certain sequence so that students have the background information to learn a new concept.

Also, they have the ability to collaborate and spend time reflecting on what is working and what needs to be modified in their lessons. For example, 7th grade students need to review the divisibility rules (5th - 6th grade standard) before they begin Chapter 1. Our teachers have identified these areas of weakness. Reviewing assessment scores helps them pinpoint where students have gaps in knowledge.

The offer of math clinic to students has also provided an opportunity with more time one - on - one with their teachers. Typically, they are available to help students before/after school.

Also, our math teachers work together and are very consistent with their expectations. Students already know coming into a new class what the class will tend to be like, how they are supposed to show their work, and that they will be asked to explain their thinking.

Math places a crucial emphasis on critical thinking in class, reading and understanding the questions, understanding that there are different ways to come to a solution and they explore those ways. They do a lot of group work so that students can "talk it out" with each other (which is a great way to learn). They also do their best to make math meaningful. Before teaching a topic, they try to find a way for students to discover the rules on their own (for example, why do the angles in a triangle always add up to 180 ?).