APPROVED

Environmental Charter Schools

Minutes

Equity and Diversity Committee Meeting

Date and Time
Thursday April 11, 2019 at 4:30 PM

Location
ECHS Auxiliary Office, 2625 Manhattan Beach Blvd, Suite 100, Redondo Beach, CA 90278

ECMS-I Members:

- Tashanda Giles Jones
- Danny Cristales

ECMS-G Members:

- Dr. Qiana O'Leary
- Sabrina Johnson

ECHS Members:

- KC Villoria
- Sara Diaz

Board Members:

- Ernie Levroney
- Jenina Ramirez

Home Office Members:

- Danielle Kelsick (chair)

- Alison Diaz

Equity & Diversity Taskforce Charter
The Equity & Diversity Taskforce promotes and supports ECS's work to develop a school culture that fosters equity, inclusion and an appreciation of the diversity within our community.

Recent events in our nation have drawn attention to structures and processes that have historically disadvantaged people of color and persist today. We acknowledge that ECS, as an educational institution, is situated within a historical context and is not immune to the biases and structural inequities that have disenfranchised the communities we serve. As a public education leader in Los Angeles, we have a powerful responsibility to respond proactively and to embrace opportunities to change the structures and processes within our institution that undermine our efforts to educate and empower ECS students.
We need to critically examine our practices with an eye to continual growth, modeling the lifelong learning and critical thinking that will empower our students to be quality stewards of their communities and our world.

History of this Work
The Taskforce will build upon the work already begun at our three campuses, including Arlene Ford's Great Minds Inquiry at ECHS in 2011-2014, the ongoing efforts of the ECHS Equity & Pedagogy Coalition and collaborative work of ECMS with Tyrone Howard in 2015-16.

Call to Action
The Equity & Diversity Taskforce will examine data on topics such as student achievement, school discipline, school climate and enrollment trends/retention; address the roots of bias; share insights and suggest possible resources or actions to ECS leadership. The Taskforce membership will include parent, student, teacher, staff, administration and Board representation. Community members may also serve on the Taskforce.

The goals of the Committee include:

- Provide a fresh perspective on ECS data sets, considering where data suggest there may be bias or structures/processes that are unfair.
- Support ECS leadership in identifying resources to help develop the ECS community's capacity to be inclusive and recognize and mitigate bias.
- Develop metrics or benchmarks to help measure effectiveness of equity initiatives.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

PUBLIC SPEAKERS AT STANDING COMMITTEE MEETINGS
Notice is hereby given that consistent with the requirements of the Ralph M. Brown Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such

presentation will be for information only. The public should be aware that the Committee is unable by law to deliberate or take action on items raised during the Presentations from the Floor section.

Environmental Charter Schools recognizes that it benefits greatly from public input and perspective. Individuals are invited to address the Committee on any topic or subject matter that falls within the Committee's purview. Speakers may sign up in person immediately prior to the beginning of the Committee meeting by speaking with the Committee Chair.

Should a member of the public wish to speak on matters not listed on the agenda, they may speak during the Presentations from the Floor section of the agenda. Speakers will be given a maximum of three (3) minutes each to address the Committee (non-English speakers utilizing translators will be given a maximum of six (6) minutes each). Please note that the Committee allows a maximum of 10 minutes to each subject as determined by the Committee Chair.

Should a member of the public wish to speak on matters listed on the agenda, they may speak during the Presentations from the Floor section of the agenda. Speakers will be given a maximum of five (5) minutes each to address the Committee (non-English speakers utilizing translators will be given a maximum of ten (10) minutes each).

The public should be aware that the Committee is unable by law to deliberate or take action on items raised during the Presentations from the Floor section.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting ECS at (310) 214-3408, option 5.

FOR MORE INFORMATION
For more information concerning this agenda or for materials relating to this meeting, please contact ECS at (310) 214-3408, option 5.

Committee Members Present
Alison Diaz, Danielle Kelsick, Danny Cristales, Jenina Ramirez, KC Fabiero, Qiana O'Leary, Sabrina Johnson, Sara Diaz, Tashanda Giles Jones

Committee Members Absent
Ernie Levroney

Guests Present

Dave Trejo, Dr. Geneva Matthews, Jeremiah Rosario David, Kami Cotler, Robert Maxwell, Sarah Jamieson

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I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Danielle Kelsick called a meeting of the Equity and Diversity Committee of Environmental Charter Schools to order on Thursday Apr 11, 2019 at 4:57 PM.

C. Approve Agenda

Alison Diaz made a motion to approve agenda.
KC Fabiero seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call	
Danny Cristales	Aye
Tashanda Giles Jones	Aye
Jenina Ramirez	Aye
Sara Diaz	Aye
Qiana O'Leary	Aye
Sabrina Johnson	Aye
KC Fabiero	Aye
Ernie Levroney	Absent
Danielle Kelsick	Aye
Alison Diaz	Aye

D. Approve minutes from 1/24/2019 Equity and Diversity Committee Meeting

Alison Diaz made a motion to approve minutes from the Equity and Diversity Committee Meeting on 01-24-19 Equity and Diversity Committee Meeting on 01-24-19.
KC Fabiero seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call	
Jenina Ramirez	Aye
Qiana O'Leary	Aye
Sara Diaz	Aye
Ernie Levroney	Absent
Alison Diaz	Aye
Sabrina Johnson	Aye
Danielle Kelsick	Aye
KC Fabiero	Aye
Danny Cristales	Aye

Roll Call
Tashanda Giles Jones Aye

II. Presentations from the Floor

A. Presentation from the Floor on Non Agenda Items

None.

B. Presentations from the Floor on Agenda Items

None.

III. Discussion Items / Updates

A. Opener Activity

What challenges do you face in this work?

Danielle: How to set up subgroup goals that are compelling and driving, but also realistic. Given the resources available, it is often a hard balance to strike. Sometimes goal-setting research from outside the organization is challenging.

Danny: Although teaching to realities of dehumanization is done in the classroom, it is often hard to address the at-home challenges that students are facing.

Dr. O'Leary: At Equity in Action workshop at CAASA, one of the speakers said we can no longer do equity lite and think that we'll make a difference.

Alison: Organizational challenge is how to prioritize given everything the organization does, still keeping equity priorities high.

B. Site Taskforce Presentations

Prior to the start of this session, a new norm was added: balance self-care with community care.

Danny Cristales presented the ECMS-Inglewood site taskforce update:

ECMS-Inglewood's major goal is to empower African-American parents to feel more supported and confident in assisting their child in Math. Primary vehicle is parent workshops, after which student GPA and other measures were assessed.

Original focus was narrowed to two major components: how to provide parents Math resources and how to provide parents a way to track their student's progress.

2 of 3 parent workshops have been completed. Parents were surveyed and provided 18 responses. The survey data was examined.

Final EDC activity of the school year is a Math night for parents and students.

ECMS-I impact data slides were then shown, noting overall progress for African-American students.

Major takeaways were that 1) it is important to provide multiple opportunities for parents to learn and engage with Powerschool. 2) Subject-specific workshops are desired 3) African-American parents are attending parent conferences and workshops, although there is still a need for more strategies to address parents who don't regularly get updates on their student's academics.

Next steps will be to provide resources such as math game ideas, materials for math games, online resource games for parents. Also, to provide additional supports such as math teacher recruitment for Math Night, and advertisement of Math Night/Workshop.

Sabrina Johnson presented the ECMS-Gardena site taskforce update:

ECMS-Gardena's major goal is to increase math proficiency rates in math grades and improve engagement and positive attitudes towards Math. Piloting a math peer mentoring program for underperforming 6th-grade students, taught by 7th and 8th-grade students. This will be measured by CAASPP Math proficiency rates and progress on IBM math standard and by evaluating engagement and math attitudes through pre and post surveys.

A major takeaway after conducting a survey in the Black Excellence Club was that learners want leadership opportunities to engage with academic content.

Toward this end, The Gardena Mathlete group was created. The data showed AA learners had academic challenges in math. EDC parents influenced the idea of reciprocal teaching in efforts to support the mentor. Peer mentorship will support the mentees. Two-pronged approach for how the trainers were providing resources to the peer mentors.

ECMS-G impact data slides were then shown, noting overall progress for African-American students.

Major takeaways were that having this defined program has the potential impact to build community and build on systems to support African-American learners. The program has created a culture of awareness and transparency of being in support of vulnerable populations, which in turn influences transparency across the school.

Next steps are the launch of the Mathlete's program the following week (week of April 15).

Sara Diaz presented the ECHS site taskforce update:

ECHS has three major interventions as their EDC goals for the year. In particular, they have a focus on the intervention for ongoing gradebook analysis with support from a Master Teacher. A key focus is having teachers intentionally analyze gradebook results for African-American and Latinx students. A key aim for this intervention is to develop an accountability structure rooted in data, intentionally developing practices that speak to Black students' needs

Although progress has been made in both ELA and Math CAASPP scores over the past two years, there is still a significant discrepancy between the overall population and African-American students.

ECHS impact data slides were then shown, noting overall progress for African-American students.

Major takeaways were that challenges include battling deficit thinking, developing and implementing strategies that involve differentiation of instruction and the need to provide PD that provides teachers with a toolbox that isn't calling parents or placing the burden on students. Takeaways on what works is having a thought partner, having an explicit timeline (to observe, act, and reflect) that holds us accountable, teachers get to enact agency, and teachers have ownership of data (learning to navigate and use data).

Fish bone protocol was used to get to root causes so that effective strategies to overcome challenges can be identified.

Next steps are holding two more meetings, the next meeting focused on implementation and the following on reflecting on the implementation plan and its results. Also, doing qualitative research on the black student experience and focusing on hiring with an equity lens.

IV. Study Sessions

A. Collaboration Activity

Tabled.

V. Closing Items

A. Next Steps & Resources

Next steps: between current date and the end of the school year in June: continuing action plan, collecting data and reflecting on site-based project, all toward the culminating Equity and Diversity Committee meeting on June 6.

B. Closing Discussion

C. Adjourn Meeting

Danny Cristales made a motion to adjourn the meeting.
Jenina Ramirez seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call	
Alison Diaz	Aye
Jenina Ramirez	Aye
Sara Diaz	Aye
Ernie Levroney	Absent
KC Fabiero	Aye
Tashanda Giles Jones	Aye
Danielle Kelsick	Aye
Qiana O'Leary	Aye
Danny Cristales	Aye
Sabrina Johnson	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:32 PM.

Respectfully Submitted,
Danielle Kelsick