1. Introductions:

Martha Castellon, Equity Coordinator
Dr. Glen “Max” McGee, Superintendent
Kathy Joki, Librarian
Kennedy Herron, Sophomore/Palo Alto High School
Hannah Pa, Palo Alto High School
Ismael Perez, Sophomore/Gunn High School
Corinna Martinez, Sophomore/Gunn High School
Adriana Flores-Ragade, Parent
Shannon Yang, Senior/Gunn High School
Maria Powell, Science Teacher/Gunn High School
Jara Montes, Graduate Student
Debra Mathews, AP/Terman
Piere Angeli, Principal/Terman
Barbara Harris, Assistant Superintendent of Elementary Education
Judy Argumend, Director of Academic Support
Valentina Ko, EPATT/Project Rally
Lauren Nolen, Senior/Palo Alto High School
Titilola Bolarinwa, Senior/Palo Alto High School
George Cai, Freshman/Gunn High School
Crystal Perez, Junior/Gunn High School
Beti Loomis, Note Taker

2. Tonight’s Objective:

To become familiar with the objectives and activities in the revised Equity Plan.

3. Superintendent Max McGee’s Update on Community Forum in EPA on Monday Night:

3.1 The Palo Alto Unified School District (PAUSD) and the Board of Education (BOE) are debating whether to report on weighted grade point averages. They have received feedback regarding the Pros and Cons from about One thousand (1k) students, ninety (90) parents and eighty (80) teachers. A meeting was held in East Palo Alto (EPA) on Monday, March 6, 2017 from 7:00 to 9:00 p.m. About forty-five to fifty (45-50) people were in attendance to discuss the Pros and Cons. Several of the parents who attended did not have students currently enrolled in high school. About seventy-five percent (75%) had middle school students. The themes and take-a-ways were:
3.1.1 Parents are concerned about a huge disparity between Palo Alto students who have opportunities not easily accessible to Students from EPA in regards to tutoring.

3.1.2 Families from EPA are at a disadvantage because it is not financially affordable for them to access services such as tutoring. Thus, fewer students have opportunities to improve grades.

3.1.3 Currently there is little support at the earlier grades for students to prepare them for high school.

3.1.4 People were really interested in the support we can provide.

3.1.5 There was a request to provide full time Parent Liaisons (PL) and structure the program so that PLs would nurture students all the way through their scholastic career in order to provide support and a means to better access resources.

3.1.6 Access to expert tutors during and after school at every site.

3.1.7 “How can I help my kids?” was the main theme.

3.1.8 One of the parents expressed the need for a dream catcher program for high school students as well.

3.1.9 Both weighted and unweighted grades were wanted by parents.

3.2 Positive take away: PAUSD needs to think of how we are going to provide the support of Parent Liaisons to the families as we work through equity plan.

3.3 Dr. McGee further reported that it was an uplifting evening. One of the things that was striking was the point made that HUR students score above average on SAT scores. Access and equity is of high importance. The tangible results of the work of this committee were evident at the EPA meeting. He is excited about the progress and to see student involvement.

3.4 In addition to Dr. McGee’s report, one of the committee’s newest student members noted that parents wanted help and the main theme was that they either can’t or don’t know how to get it.

3.5 On a separate note the Renaming Schools Advisory Committee (RSAC) will be recommending new names for both Jordan and Terman middle schools. Dr. McGee is proud of the community’s civil discourse and recognition of the importance of name and identity.

4. Update on Equity Plan:

4.1 Martha thanks the members for their contributions at the last meeting.

4.2 The themes that were identified at the last meeting were consolidated into twelve (12).

4.3 The Equity Plan was presented to secondary teachers, staff, and aides at a session on February 16. They were instructed to read summaries of HUR parents meetings and come up with a list of themes on their own.

4.4 They were asked to map their themes onto the MATD committees’ themes.
4.5 This process enabled Martha to determine which themes were more prevalent than others.

4.6 The themes were reduced to five which Martha has now fashioned into objectives.

4.7 Notes from the HUR Community meetings and feedback collected through the Equity Plan Feedback Form helped to identify activities that would help the committee meet the objectives.

4.8 Martha reported and thanked the many individuals who were consulted in refining the objectives and activities, including but not limited to, Barbara Harris, Sharon Ofek, Judy Argumedo, Chris Kolar, Clarisse Haxton, Kelly Bikle, Brenda Carrillo, Jorge Quintana, and Emily Garrison, as well as two board members.

4.9 The Equity Plan now before the committee is the result of valuable input from many people.

4.10 An overview of the major changes was presented. The objectives now number five and include: (1) Empower parents and students by providing HUR families with information on how to successfully navigate PAUSD; (2) Provide all PAUSD students with an equitable education that is free of bias and discrimination. HUR students feel respected and valued and experience a sense of belonging in their school community; (3) Monitor progress toward reducing achievement and opportunity gaps (4) Build positive and trusting relationships with HUR families, (5) Employ culturally responsive teaching practices and integrate lessons that respect and honor the contributions of people of color.

4.11 The members were then divided into small groups and each was allowed time to dive into one of the five objectives. They were asked to study the objectives and consult with one another to gain clarity about them.

4.12 In addition to the above, the groups were asked to envision themselves as a board member and come up with two to three clarifying and/or challenging questions to ask those who will be presenting at the Board meeting next week on March 14, 2017. This will allow participants to gain a deeper understanding of the Equity Plan as a whole and prepare those who will be presenting at the Board meeting.

4.13 Activity Results:

4.13.1 Objective 1/Group 1: How often will the Parent Liaisons (PLs) be meeting with the parents? And how many community meetings will be held?

Response: PLs would have close contact with families they are supporting. No magic number has been determined. Contact with parents will be conducted on an ongoing basis as needed. In terms of holding community meetings at the schools, it will be left up to the principals. As we expand with partnerships, we will utilize PLs to reach out to parents about resources.
4.13.2 Objective 2/Group 2: How do we make people comfortable with reporting incidents of bias and discrimination?

Response: All reports will remain confidential to maintain a trust component. However, In the event of a hate crime there must be a disclaimer as educators are mandated to report such cases.

4.12.3 Objective 3/Group 3: What will the monitoring of student test scores look like? What programming will we have in place to help us accomplish our test score goals? Will it resemble Single Plan for Student Achievement (SPSA) in the way that Principals are being held accountable to goals? The SPSA could be used as a model of success. Secondary is not quite there yet. Why does 3d of the Equity Plan only include elementary? The elementary principals came up with and included this as a goal. We should expect that goal to be included at the secondary level as well.

Someone asked why ELL students not included in the Equity Plan? Judy Argumendo replies that ELLs do well in the district once they are reclassified.

Response: One action item in the Equity Plan calls for Elementary schools to look at their data and use it to inform their SPSA (Single Plan for Student Achievement) goals. SPSAs are reviewed at the end of year to see if the Principals have met their goals. This happens across all 12 elementary schools. We can ask the middle schools to formulate similar goals.

4.12.4 Objective 4/Group 4: How exactly are we planning to evaluate how many families show up to HUR community meetings and measure the level of trust and feeling of inclusion? Will this include parents or students? Translation of standard documents will keep Parents of HUR students informed and provide a sense of inclusion. Establish a budget to fix issues regarding translations. Sites would be more apt to provide translations of standard documents if the sites had the budget to do it. Access to technology is limited to one computer at home for most HUR families with iConnect. In a family of more than one student, access is a problem. Internet service is an issue as well and may create a barrier for families to feel a sense of inclusion.

Response: We will keep track of the number of HUR families that attend through our sign-in sheets. We will establish an annual survey to gauge what methods worked BOTH immediately and weeks after the meeting.

4.12.5 Objective 5/Group 5: How exactly would you evaluate the new curriculum and who looks at the measure of strength? What is meant by strength of implementation? Who is going to be involved with making the determinations for a pilot of the new curriculum? The ownership of the
responsibility of the above needs to be clear. How are you going to include LGBQQ? In Section 5c, are Asian-Americans included in general terms of “people of color”?

Response: The social studies curriculum would need to be approved by a committee of teachers. An Ethnic Studies class is included in the Paly course catalogue and it currently counts as an elective. Section 5c includes everyone who is not white.

Additional comments were made with respect to RTI at the elementary level. The general public does not seem to be aware of the great work that has happened in the area. Barbara Harris adds that PAUSD has had an RTI program for years. How do we get that information out to the community? She further expresses that PAUSD can build upon what is existent and share what has been working. Interventions are happening and being evaluated currently.

4 Recruitment for next year’s MATD Committee:

5.1 Moved to next meeting to allow for more time.

5 Did we meet today’s objectives?

5.12 The committee agreed that it was good to meet in separate groups it helped to know each section really well.

5.13 Recommended Improvements: Acronym usage and the context in which it is used.

6 Closing:

6.12 Martha closed the meeting by stating that she will use the information gathered at this meeting to prepare for the board meeting and that the plan will need to be adaptive and will evolve. The Committee was invited to email Martha any concerns and or comments and to attend the Board Meeting on March 14, 2017.

Meeting Adjourned 8:01 p.m.