Participant Introductions:

Beti Loomis Secretary II Welcome Center, Notetaker
Martha Castellon, Equity Coordinator
Judy Argumedo- Director of Academic Supports is here because she believes in the committee’s work.
Maria Powell - Teacher at Gunn is here because she believes the MATD is important work and is invested in the program.
Arcia Dorosti- Former employee of the Palo Alto Unified School District is here as a public observer and believes that if anyone could do this important work, Palo Alto Unified School District can.
Shannon Yang- Senior at Gunn is here to learn more about the topic and collaborate with adults.
Debra Matthews - Asst. Principal at Terman believes that equity work is important
Christina Erwin- EPATT Director and observer is here as bridge to get parents to come to the meetings.
Zeev Wurman- former parent and interested community member.
Kathy Joki - Library Assistant agrees with all of the members of the committee and attendees.
Valentina Ko- EPATT program coordinator of after school intervention program is here as an observer

Jenifer Di Brienza- Parent who is running for school board; as she has spoken to parents during her campaign she has found that some parents are concerned that this committee’s focus might take away from the focus on other students. So, she is here to learn what the committee is doing. She adds that the meeting is difficult to find on the website.

Agenda Items:

Martha conducts brief history. She states that in the beginning the meeting was formal. The members were selected. Observers were welcome. Now that the committee is open to the wider community, we will do a better job of promoting the committee, especially among HUR families.

Meeting agenda:

1. District Focus Goals
2. Process of Equity Plan Development
3. Update on Talent Development Work
4. Recent CAASP scores
5. Team Charter-What is our role as a committee going forward?

1. District Focus Goals

1.1 Martha reported that at the end of the 2015-16 school year a retreat was held wherein Dr. McGee and senior leadership (including principals) gathered to review and
discuss the board goals. Many participants found it difficult to recall all of the board goals as there were so many and because they were confused with other official communications (e.g., the strategic plan). There was a consensus that there were too many goals and thus lacked focus. Leadership requested fewer and clearer goals. Taking this suggestion to hear, The following district focus goals for 2016-2017 were developed:

1a. Equity and Access (slide was shown and read)
Assure every student has access to multiple programs, services, and enrichment experiences that support student learning and enable each individual to achieve his or her fullest intellectual, creative, and social potential.

1b. Wellness and Safety (slide was shown and read)
Provide for the social-emotional needs of students and staff and cultivate positive, healthy, identity-safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community.

1c. High Quality Teaching and Learning (slide was shown and read)
Engage every student in purposeful, joyful learning that appropriately challenges all students to ensure core content mastery and maximizes each student’s opportunity to excel academically.

The hope is that the new focus goals will guide the work of MATD and district as a whole.

1.2 Martha stated that according to the new district focus goals, Equity and Access is at the forefront of our work. This is significant and it is not something solely on paper. The district is undergoing a gradual shift in culture with regards to equity. Examples include the following:

a. Translations are now happening frequently at schools; PTA bought translation equipment for every school but Terman. VP stated that they bought their own before the PTA purchased. It is presumed that Translator equipment was purchased for all the schools not already equipped with said equipment. This demonstrates a push towards making equity a priority.

b. New teachers went through a 2-hour training on equity at New Teacher Orientation. This was an historic event as it was never done before.

c. At the Monthly Principal’s meetings, 1 hour is devoted to analyzing real world problems as they relate to equity in the schools. The book called “Case Studies on Diversity and Social Justice Education” is being used to provide educators with a framework to assist with challenges regarding equity. Principals then take back to staff. Same Book is being used in Equity Trainings for new teachers.

d. Both Formal and informal conversations about race are happening at Paly and Gunn, something not done in the past and something teachers generally avoided. In the past, teachers were afraid of having conversations regarding race for various reasons.

f. Middle school math info nights for 6th graders have taken place at all three middle schools to provide parents with information about math placement recommendations at the end of 6th grade. The information shared also included possible pathways to Calculus AB in high school. The power point shared at the
meetings has been translated into Spanish and Chinese and is posted on all middle school web sites as well as the district's web site.
g. PAUSD's new hires for 2016-2017 are slightly more diverse than in years past. Efforts were made to recruit diverse candidates.

2. **Process of Equity Plan Development**

2.1 The district equity plan is currently being developed. Many see our research and recommendations from the MATD Report as the Equity Plan. It is not. To be successful the equity plan must:

   a. Call out the work to be accomplished over 3 years.
   b. State clearly each of the MATD’s recommendations
   c. Categorize the 40 recommendations and 22 goals into fewer “buckets of work” in order to make the work more manageable.
   d. Identify the people in district responsible for carrying out the work.
   e. Map each recommendation to the district’s LCAP
   f. Identify Milestones that show progress as well as the activities that will help to achieve the milestones.

2.2 (PAUSD Equity Plan template was handed out) One participant made the observation that it would be helpful to indent within the first column to show differences in the hierarchy of recommendations and sub-recommendations. The group acknowledged that Martha is not solely responsible for every recommendation in the plan. Rather it is a shared/distributed responsibility.

2.3 Martha briefly explained the layout of the Equity Plan. She explained the need to identify the overlap between the recommendations and the LCAP (Local Control Accountability Plan). She also pointed out that the column that identifies “strand owners” are the people who are responsible for the work. Martha also expressed that a challenge in developing the equity plan in that it requires getting feedback, input, and buy-in from various individuals and departments throughout the district. For the equity plan to be truly effective, it must align with others’ goals.

   One of the participants expressed his frustration that at times others in the district have used the MATD to support their own agenda when in fact the MATD did NOT support such changes. The group agreed that we, as members of the MATD committee, need to call out moments when the committee feels there is a misinterpretation of the recommendations. On a positive note, the MATD recommendations continue to be recognized and continue to shed light on inequality.

3. **Update on Talent Development Work**

3.1 We continue to focus on Talent Development this year in addition to implementing changes that will result in a narrowing of the Achievement Gap. Martha quickly reviewed what we learned last year about talent development as follows:

   a. Talent is domain specific
   b. It has a specific trajectory
   c. It takes time to develop
   d. Ability, motivation, and psychosocial variables are teachable
   e. Performance depends on opportunities to develop individual talent
3.2 Last year the MATD committee agreed that it did not have the bandwidth to pursue this work on its own and sought the assistance of the district for support.

3.3 At the end of last year Chris Kolar and Martha Castellon met with a group of researchers who formed a group named the Coalition for the Psychology of High Performance (CPHP) (slide was shown). The slide outlines the group’s priorities which in fact are similar to our own. They are interested in applying what we currently know from research in other fields to talent development as it applies to students from under-resourced and underrepresented backgrounds.

3.4 Martha and Chris are currently working out the specifics of our collaboration with the Coalition. CPHP is coming to PAUSD in November. One of Max McGee’s slides at the Chowdown shows the number of students who took AP exams from various ethnic backgrounds. A discussion ensued regarding why more students of color do not take the exams. One participant revealed that while fee waivers are offered, they are not well promoted. If a student receives Free and Reduced lunch they can get a fee waiver for AP exams. However, parents may be afraid to ask for waivers or to apply for Free and Reduced lunch due to immigration status.

3.5 Judy reported that this year the ACT for juniors and seniors will be offered free for Free and Reduced Lunch recipients on Paly and Gunn campus on Sept. 27th. This is a first in the district. Chris adds that we need to focus on unlocking all the activities that Free and Reduced Lunch recipients can benefit from.

One participant stated that communication around fee waivers for tests is important. For example, at an Advanced Placement meeting last year teachers were told that students who could not afford to pay for the exam could still participate; however this was not well communicated to students.

4. Recent CAASP scores - How to explore the data
Test scores were not received on time in August. We are still waiting for individual results. Handout called Accessing State, County, District and School Level Data was distributed with a brief explanation on how we can access the overall results at http://caaspp.cde.ca.gov. The SBAC Test was given to Third through eighth grade levels at end of the year as well as 11th graders. An “opt out” opportunity was available. The participating rate for PAUSD was greater than 95%. The test tracks common core achievement annually in math and ELA from 3rd grade to 8th grade, and once in high school. There is an expected growth trajectory from year to year. Chris Kolar provided a brief tutorial to the committee on basic navigation to resolve some of the questions the committee might have regarding the work of MATD.

One participant asked: What happened to the center category, “at or near?” Why was it removed? Chris explained that the language was just simplified; in the past “at or near” meant that we knew where they landed. The change in language makes it more impressionable. Local standards are higher than in the rest of the state. Another participant explained that test were not properly defined. They never clearly defined why they used “at or near”. Chris demonstrated the use of a drop down menu illustrating various seaches.
Ethnicity can be viewed when you scroll down for table sub scales. He added that reporting is not available for some groups if members in that group number less than 10. In the past not all sub groups’ scores could be seen.

Chris asked that the committee explore the site and communicate its findings. He also added that the “change over time” tab will not have data to compare for last year.

5. **Team Charter-What is our role as a committee going forward?**

5.1 Martha remarked that perhaps during the earlier presentation in which she described how she is creating the equity plan, the committee might have asked “what role will the MATD plays in its development?” This is exactly what a team charter is meant to identify. A discussion on various people’s expectations ensued.

5.2 One participant shared that she initially thought that a cycle of inquiry followed by a firm set of recommendations would take place every year. She now sees that is not the case.

5.3 Another participant noted that there is a need to monitor what is going on around the district and make note of what needs to be changed.

5.4 Yet another participant proposed that a team charter could help ensure that we make sure we are all on the same page regarding the work.

5.5 It was suggested that our committee add to the recommendations as the issues become uncovered. This can be done in the form of an addendum.

5.6 Another participant asked how we will keeping track of data? It is important to know where we are storing such data.

5.7 In terms of who is in the actual MATD committee, it was proposed that those committed to equity in the district be allowed to participate. This includes members of the board, educators, parents, and community.

5.8 Team Charter template was introduced and question 3 and 4 were discussed. Martha made a note of participants’ contributions. She will amend the language on the responses to the questions and re-distribute at the next meeting.

5.9 With regard to communication, it was mentioned that while there is support from some PAUSD parents for the work that the MATD is doing, others feel that those in the mainstream are “missing out” or that resources are being taken away. We need to do a better job at educating the community and changing the mindset. We need to also better communicate to staff to change attitudes.

Martha ends the meeting by stating that the other questions on the team charter template will be addressed as the equity plan develops.

Meeting ends at 8:15
Next Meeting to be held on Wednesday, October 19 from 6:00 – 8:00 pm in the Board Room