

1. Welcome and Table Talk

Neil Smith, Superintendent for Educational Services, welcomed participants and asked the table groups (DLAC, Elementary 1 & 2, Middle School/High School 1 & 2), staff and visitors to introduce themselves. Donald Evans, BUSD Superintendent was also in attendance and participated in the meeting.

Smith asked participants to review the responses to Focus on School Climate worksheets compiled from the February 5, 2014 meeting.

SGC were not necessarily chosen because the practice is too fast. They don't have time to find out what SGC is and how to run for elections. The goals should be for practices, everyone is on the same page, e.g., we have elections at this time for ELAC and SGC at these times and how do we really educate parents on that.

5. Focus on Student Engagement

6. Focus on Family Engagement

Smith asked the participants to review the two worksheets they were given for *Student Engagement* and *Parent/Family Engagement* and to answer the questions on each sheet.

Smith asked each table to give one suggestion that they would like to make public so that the whole group could hear what they were thinking about on *Student Engagement* or *Parent/Family Engagement*.

- High school table: Because we are short on information as to what programs are most effective in addressing the question until we saw the results of some of these activities, we think there should be some modeling of best practices within the district and we may or may not be aware of, there certain schools that seem to perform well, certain leadership organizations or pedagogies inside individual schools, and we don't know where those are but we know they exist because we keep anecdotally hearing about that, but they are not across the whole district. So surfacing these best practices, identifying them, studying them and transferring them is our suggestion. Does the District Office know where those are? Smith responded that the District knows about some of them. He could list a few that he sees.

- Parent liaison funded for all schools K-12.

- Programs like PIQE-Parents Involved in Quality Education or an equivalent program to teach/engage parents on what is the "college track" and

the tables that were not selected. Smith talked to them about it and let people know that the appointed members of the group are the only people authorized to provide feedback back to the Board and to the Superintendent's Cabinet around the group's ideas. It was suggested that DELAC members who were participating be appointed members of this committee because having the separate interaction and getting feedback from DELAC in a separate environment are missing out on the benefit of all of what happens in these meetings sidesteps the purpose of getting DELAC input. Smith stated that if DELAC were to do that they would also have the same format and get all of the same information; it would be a parallel meeting. DELAC members are also appointed by the Board. It is a second committee as well.

MOTION CARRIED (Marc Beyeler/Tim Carter): To accept *Parent Advisory Committee Draft Bylaws February 4, 2014*.

The motion was approved with a voice vote with no objections.

It was noted that the next meeting would be March 6, 2014. (Future meetings were noted at the bottom of the evening's agenda.) The next meeting will focus on Student Engagement, Common Core and Course Access.

Smith was asked what impact the committee would have on funding. Smith stated that at the next meeting they would at3.49956417(e..53658(t) Td [S]-5.07194(m)-3.493(i)-2.5

- ELD Teacher at Jefferson Full-Time
 - Math/Cultural fairs family events
 - Parent conferences
 - Language Lab
 - Rosa Parks
2. What are **barriers** in the area of STUDENT ENGAGEMENT that could be preventing students from achieving their potential?
- BUSD/teacher low expectations of the students
 - Not all schools are providing ELD instructional minutes
 - No social emotional support at all sites
 - Teaching to the top of the class
 - We don't have teachers that represent student population/lack of district commitment to hire teachers of color

Literacy coaching—extra afterschool reading & math

2. What are **barriers** in the area of STUDENT ENGAGEMENT that could be preventing students from achieving their potential?
 - Different expectations from teachers for different groups
3. What are some **actions, programs or services** for STUDENT ENGAGEMENT that could improve outcomes for our students?
 - Add another parent/teacher conference/yr. = 2
 - Principal & teacher training about engaging kids
 - Parent involvement (see ideas on the other page)
 - Rotate principals across schools & classes, e.g., Language Lab, Math/reading club)
 - Parent liaisons
4. What are **your top three recommendations** for improvement in STUDENT ENGAGEMENT?
 - Parent liaison to support parent/community engagement
 - Mental health/Social learning
 - Coach: literary & math

• **FOCUS ON STUDENT ENGAGEMENT—ELEMENTARY GROUP 2**

1. What BUSD programs, activities have been **most effective** for our students in improving STUDENT ENGAGEMENT?
 - Tie attendance to incentives, i.e., no school/no prom
 - Tie afterschool programs to academic performance—tutoring/homework support
 - Add EL (Spanish language support) to afterschool programs
 - Cal students working with students to increase awareness of college track (peer engagement programs)
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- Classroom that doesn't use various learning styles
3. What are some **actions, programs or services** for STUDENT ENGAGEMENT that could improve outcomes for our students?
 - Parent support workshops—playdates to develop relationship w/parents & school
 - Strengthen ELACs
 - Targeted incentives to
 - African American focused parent engagement/targeted outreach to AA students programs like SPIRIT that support the cultural needs AA students
 - Cross-cultural and culturally specific programs for students as peers and parents.
 4. What are **your top three recommendations** for improvement in STUDENT ENGAGEMENT?
 - See above
 - Targeted incentives for students in the focus group that they get personally for improving. Financial rewards classes they can take o/s of school which requires payment (sewing class, golf)

- Leadership opportunities across the Middle Schools
- Teachers engage socially with students--share a meal—relax together

4.

2. What are **barriers** in the area of PARENT/FAMILY ENGAGEMENT?
 - No comments

3. What are some **actions, programs or services** for PARENT/FAMILY ENGAGEMENT that could improve outcomes for our students?
 - Parent trainings & workshops/Advocating & ELL
 - Technical programs/curriculum for parents to bring home school to home links
 - SGC training, ELAC training & policy
 - Personal invites in native languages
 - Parent Liaisons/Site coordinator at each site

4. What are **your top three recommendations** for improvement in PARENT/FAMILY ENGAGEMENT?

4. What are **your top three recommendations** for improvement in PARENT/FAMILY ENGAGEMENT?
 - Have parent liaison at every school–funded by district
 - Family resource centers at each school–funded by district
 - Fun family events where food is served–include performances by kids (not only on school nights)

• **FOCUS ON PARENT/FAMILY ENGAGEMENT–ELEMENTARY GROUP 2**

1. What Family Engagement programs, activities have been **most effective** in improving outcomes for students?
 - Activities hosted & planned by Parent Resource Centers
 - Parents reading to/being read to by students
 - Playdates (scheduled regularly)
 - Picnics & carnivals
 - Family resources centers
 - Parent liaisons
2. What are **barriers** in the area of PARENT/FAMILY ENGAGEMENT?
 - The number of opportunities available to participate in activities in connection with time.
 - Parents time
 - Lack of opportunities for engagements
3. What are some **actions, programs or services** for PARENT/FAMILY ENGAGEMENT that could improve outcomes for our students?
 - Training classes such as those provided by Rosa Parks Parent Resource Center and Berkeley High Parent Resource Centers. Workshops/seminars, activities planned for detailed interaction.
4. What are **your top three recommendations** for improvement in PARENT/FAMILY ENGAGEMENT?
 1. Parent liaisons at each school
 2. Training classes as mentioned above
 3. Clarification or a book that notes all the resources available & its capacity/target group

• **FOCUS ON PARENT/FAMILY ENGAGEMENT– MIDDLE SCHOOL/HIGH SCHOOL GROUP 1**

1. What Family Engagement programs, activities have been **most effective** in improving outcomes for students?
 - Robo calls
2. What are **barriers** in the area of PARENT/FAMILY ENGAGEMENT?
 - No comments

3. What are some **actions, programs or services** for PARENT/FAMILY ENGAGEMENT that could improve outcomes for our students?
 - Robo calls & texting of information
 - Multiple ways to engage with the school–Recognition that people access information different ways.
 - Information sessions for families about how to advocate for your child in the school district–What are all the acronyms?
 - Better more inviting structure for parent teacher conferences at the middle school level.
 - Ways beyond parent teacher conferences that teachers can connect
 - Better process around SGC elections and education about what SGC is all about.
 - Creating social events and opportunities to share cultures.

4. What are **your top three recommendations** for improvement in PARENT/FAMILY ENGAGEMENT?
 1. Creating social events and opportunities to share cultures.
 2. Information sessions for families about how to advocate for your child in the school district–What are all the acronyms?
 3. Multiple ways to engage with the school–Recognition that people access information different ways.

• FOCUS ON PARENT/FAMILY ENGAGEMENT– MIDDLE SCHOOL/HIGH SCHOOL GROUP 2

1. What Family Engagement programs, activities have been **most effective** in improving outcomes for students?
 - Same answer as student (engagement) form but generally look for most improved and copy: i.e.,
Copy Rosa Parks school–huge improvement! “Fidelity of programs.”
Copy Jefferson too: AA API @ highest level. “I.E.P-like effort.”

2. What are **barriers** in the area of PARENT/FAMILY ENGAGEMENT?
 - If parents are socio economically disadvantaged, they don’t have time/energy/interest in engaging. It’s too hard; impractical.
 - Encourage/allow parent groups to be hosted at Berkeley High even if unrelated to school per se. Just to show community

3. What are some **actions, programs or services** for PARENT/FAMILY ENGAGEMENT that could improve outcomes for our students?
 - Look at data for AA kids and slice it by disadvantaged (Are there patterns?) Do they have access to extended day, i.e. come early, stay later w/counselors. Do buses run at that time?
 - Can school grounds stay open for recreation/family use later so they are more social centers? Try on a few campuses first. 9431(b)-10.9756(y)19.0819()-0.4794316903(s)-1.7465(?) till . ffer fod as well like mil. Don’t orry imom’s in need, ake as mn milks as they want.

4. What are **your top three recommendations** for improvement in PARENT/FAMILY ENGAGEMENT?
 - No comments