

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Parent Advisory Committee

English Learner Parent Advisory Committee

February 20, 2014

7:00-9:00 pm

Berkeley Technology Academy

2701 Martin Luther King Jr. Way, Berkeley

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.

NOTE: Handouts to participants included the following:

1. *Meeting Agenda February 20, 2014*
2. *LCAP Parent Advisory Committee/English Learner Parent Advisory Committee Meeting Minutes February 5, 2014*
3. *Draft 2014-17 Measurable Goals for LCFF/LCAP Feb. 18, 2014*
4. *Hardcopy of PowerPoint Presentation BUSD Local Control and Accountability Plan: February 5, 2014*
5. *Parent/Family Engagement: Four Questions worksheet*
6. *Student Engagement: Four Questions worksheet*
7. *Parent Advisory Committee Draft Bylaws February 4, 2014*
8. Each table had a reference sheet that listed the LCAP targeted populations.

2. Agenda Review

Smith gave a brief review of the agenda.

3. Public Comment

Ann Gray, BUSD parent and a representative of the ATOD-Alcohol, Tobacco and Other Drugs Task Force briefly described ATOD (<http://www.berkeleyschools.net/wp-content/uploads/2011/09/StudentSvcsTopContentFinal.pdf>).

She stated that based on the Healthy Kids Survey, the impact of substance use on BUSD was above or way above the national average. She gave some statistics on marijuana use of BUSD students based on the survey. Gray stated that a clear priority was to get a full-time ATOD substance abuse counselor one day/week for BHS (3200 students) and a part-time counselor that would be shared between Longfellow and MLK middle schools.

B-Tech has one full-time counselor for 100 students and there is a .5 FTE at Willard. Gray said if trained counselors were put into schools it would have an

impact on school climate and student mental health. She asked if this could be a possible allocation under School Climate. The ATOD Task Force has worked with Principal Scuderi at BHS and Principal Levenson at MLK Middle School; they are aware and supportive.

4. District Goals

Smith went over the district goals and priorities for LCAP with a PowerPoint slide presentation *BUSD Local Control and Accountability Plan: February 5, 2014*. He noted that the participants would receive a hardcopy of the slide presentation and he referred to the. The slides addressed the State of California's Eight Priority Areas: Basic Services, Pupil Achievement, Parent Involvement, Implementation of CCSS (Common Core State Standards), Pupil Engagement, School Climate, Course Access and Other Student Outcomes. Smith presented District data that was incorporated into the Priority Areas.

Smith asked the participants to look at the *Draft 2014-17 Measurable Goals for LCFF/LCAP Feb. 18, 2014* handout and discuss goals at their tables. He asked them to consider what goals may be missing.

Participants' responses to Measurable Goals:

- Be able to track student outcomes through parent involvement
- Regarding Priority 1a, if we have 100% credentialed teachers why not provide funding for alternative strategies for a more diverse teaching staff and monitored by HR practices?
- It would be useful to get demographic data on credentialed teachers based on student body population. Smith stated that he sent that information in the "Indicators of Progress" which has tracked that for two years.
- Is there data of the ethnic teachers are there in the district (ethnicity, Spanish speakers etc.) compared to the students: Is there an equal amount? If there is more diversity with the teachers, more students could be reached. Smith stated that in the collection of data sent previously there is a breakdown by ethnicity, but not the language skills of the teacher. The student population is listed in connection with the SGC population in the "Indicators of Progress."
- Under Pupil Achievement and School Climate, could there be professional development for teachers around biases? The Priority 4b wording would not be enough. It seems like it should be happening even if CCSS is coming down the pike or not. Smith noted the wording could be in there or someplace else and be more specific.
- Smith confirmed that the ELL target of 70% comes from the percentage of 62.8% for 2013, with progress being made year-by-year.
- What is the criteria for Priority 1b?: How decisions would be made about what was aligned, Common Core or not, we know some publishers are slapping "Common Core aligned" on their materials. Under pupil achievement Math was listed on the measurable goals but not on Smith's slides. Smith responded that he was trying not to overwhelm people with slides. The English trends tend to be along the same lines. On neither page

was there something related to Science or Social Studies, wondering about that especially with next generation Science standards coming, with assessments to follow, what the District was going to do related to Science? Smith replied that regarding the publisher and what they are putting out, there was just a conversation at the board meeting, in talking about the Math curriculum that is going on right now and the choice of the story of units/the story of ratios for grades 1 through 7, that is very much aligned with the Common Core, as opposed to some of the other materials that the District been looking at from the publishers, which seems to be rearranged material that they had seen before. The District will go through a process next year around the adoption of materials and really look at it in relation to the Common Core. As for Science, that is something that has been thought about and the District is not quite sure about how many measures to put in. We did talk about Science. We have not talked about Social Studies, we can think about it again and look at how to do that.

- Is there a reason about not having too many of these, is there an advantage to keeping the list slimmer, because we could generated a lot more? Smith said that he thought there was an advantage to keeping the list slimmer because when there are so many goals people lose track of what it is we are tracking where do we really want to see improvement. Smith noted that the reason for the colored diagram of the LCAP (LCAP targeted populations) on every table tonight was to remind us that these are students we want to keep an eye on in particular as we go through picking these measures. While a number of students are succeeding in a lot of the measures we put out there, these students are not necessarily succeeding and we have to figure out what can we do to get them to succeed here.

- Regarding Priority 3a: Why can't we shoot for 100% participation in parent-teacher conferences each year?

- Based on our experience with ELAC groups, sometimes the ELAC parents need help from the teachers, for instance to help them with language skills/language coaching. We may take it for granted that parents know how to help their kids and that may not be the case and some assistance to the parents would be great.

- The parents could bring a lot of cultural activity, awareness, and competency to both the classroom and the school. Participation happens through parents giving back to the school, especially the international parents who are the parents of the English Learners. The culture is left to some chance. If the parents can go and do presentations to the class, then that is where it is left. Cultural awareness is very critical in the global world. When our kids grow we not only want them want them to graduate from some school with some grade, we want them to succeed. Charity DaMarto's presentation was saying that we have 97 languages in that we speak in our district. Where else do you get 97 different kinds of cultures? We should capture that capital. Our elementary has a beautiful tradition to have parent play dates, a kind of exchange between the parents. On the

charts we see that white parents/students are doing very good. What can we learn from white parents about what they are doing with their kids? What are they doing with their kids at home? What can we learn from them? Exchanging ideas. The District should foster that relationship and build on that. That would be an active/pro-active participation.

- For Priority Goal 7a, how will that be measurable, and how will it be known when you have achieved it? Saying that you are going to have a “plan, and be enrolled in the appropriate courses and monitored until graduation” seems like a goal that is not measurable. Smith stated that they were going to meet with the Educational Advisory Group tomorrow, which has a lot of high school people, and to get feedback from them. Case management has been an issue coming up from high school staff about ways to look at high school students. We looked at our 9th grade math performance and looked at all the 9th graders who were getting Ds and Fs. Why are these kids in 9th grade getting Ds and Fs for the semester in math? Then we broke it down: How many only have a D or F in math? Then therefore the answer is math tutoring for these kids. If their GPA is 2.5, 2.8, 3.5 but they have a D or F in math, then this is where they are struggling. So a lot of the kids with a D or F in math it was a flag that all their grades were Ds and Fs and so a different intervention was needed here around how to be a student, how do we re-engage you in school. So we talked about the idea of case management for a number of kids and a lot of kids of course with a little guidance will be in the right courses but there are a lot of kids who need a lot of time and a lot of case management. Response to Smith was: You have to be able to measure it so that next year you can say that you have accomplished it.

- College and career should be focused on in elementary and middle school and not just high school. The District needs to start earlier, particularly for the families that we are targeting.

- In terms of parent-teacher conferences, our school only has one per year, and it is held at the beginning of the year and that tells us nothing about how our kid does. If a parent misses that there is no chance to capture it and it just continues to snowball. The District should push for two parent-teacher conferences per year at each school site. The 10% reduction of suspensions for the school year was questioned. The Common Core and the whole shift in policy gives us as a community and a district to challenge and push back the systems and policies that were put in place that created the oppression that our young people are feeling. We should challenge ourselves about how do we do more with that.

- The 5% student achievement does not sound like a high target at all. Smith responded by saying that it was 5% per year. The District wanted to look at something that was achievable but is still a stretch, especially if you are keeping it year after year. Smith will talk to the data people about that.

- Priority 3c is a good goal, but the goal should be more about improving practices of how we do elections. People that nominated themselves for

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 expectations on how to get their kids through school from K to college. Smith described PIQE as a parent education program that goes on for 8 or 9 weeks on a regular basis. Charity DaMarto, Director OFEE, had an idea for parenting workshops at all the sites or at district level for academic focus: how parents can help their students academically, with curriculum, and with advocacy/how to navigate the school system.

- Maintain/expand programs such as AVID and Cal Scholars across the three middle schools.

7. Approval of Bylaws

Smith asked participants to review the *Parent Advisory Committee Draft Bylaws February 4, 2014* and asked whether anyone had questions or concerns about tgnhem. Smith responded to a question about DELAC by saying that DELAC was participating with this group but a number of DELAC representatives asked for their own meeting. DELAC may still be making a decision about whether they are participating with this group or in addition to this.

Smith reminded the participants that they were appointed members of the group. At the last meeting there were complaints that there were participants at

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 again be looking for ideas. The top ideas will be given a cost and it was his hope that by March 20 meeting that he could bring back the information about which ideas would be incorporated into the LCAP and the costs associated with them. Smith stated that a number of groups would be providing ideas in a parallel process

8. Adjournment

Smith adjourned the meeting at 9:00 pm.

RESPONSES TO FOCUS ON STUDENT ENGAGEMENT: Four Questions to Consider

• FOCUS ON STUDENT ENGAGEMENT-DELAC GROUP

1. What BUSD programs, activities have been **most effective** for our students in improving STUDENT ENGAGEMENT?
 - Approve EL Master Plan (30 mins. of ELD support every day)
 - Systematic ELD
 - Appropriate ELD curriculum
 - RTI²
 - Mental health services/available & qualified for all school sites
 - Special Ed
 - H.S. Bridge Program
 - Extra test taking support/writing
 - Constructing meaning

- 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
 - Lack of teacher cultural competency training
 - No two-way communication between teachers and parents
 - Intervention> students missing Core Curriculum getting pulled out of class for Special Ed or ELD
 3. What are some **actions, programs or services** for STUDENT ENGAGEMENT that could improve outcomes for our students?
 - Social emotional curriculum
 - ELD teacher Full-time at each site
 - 2 parent teacher conferences per year all sites
 - Hiring & retention of teachers of color
 - Improved two-way communication teachers & parent
 - Mandatory cultural competency training for all staff, continual training, follow-up and curriculum
 - Program during breaks & summer/for students in need
 4. What are **your top three recommendations** for improvement in STUDENT ENGAGEMENT?
 - Full-time ELD teacher at every site
 - Aggressive hiring & retention of teachers of color & cultural competency training
 - Social emotional program/curriculum
- **FOCUS ON STUDENT ENGAGEMENT –ELEMENTARY GROUP 1**
1. What BUSD programs, activities have been **most effective** for our students in improving STUDENT ENGAGEMENT?
 - Principal “fun”–makes it fun & supports teachers to do so
 - Student performances to school community
 - School culture–every teacher know every kids' name
 - Playworks during recess–organized games & activities
 - Gardening & cooking
 - Parent Liaison

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)
 - Peer engagement at all levels, i.e. reading buddies—older
 - Africa American Studies classes: students attendance in History & English & Econ increase when they are enrolled in these classes.
 - Higher level grades engaging with lower level grades as mentors, or role-models interacting with each other.
 - More After-School Programs which engage children academically and w/culturally relevant activities/extra-curricular activities.
2. What are **barriers** in the area of STUDENT ENGAGEMENT that could be preventing students from achieving their potential?
 - More parent engagement to communicate the importance of attendance
 - Negative interactions w/teachers & personnel
 - More support to ELD development in schools—ELD coordinators, curriculum support, translated materials, etc.
 - Students relationships with teachers & negative interactions with teachers that show they don't care.
 - School classroom that doesn't engage kids visually

- 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)

• FOCUS ON STUDENT ENGAGEMENT—MIDDLE SCHOOL/HIGH SCHOOL GROUP 1

1. What BUSD programs, activities have been **most effective** for our students in improving STUDENT ENGAGEMENT?
 - Non-academic curriculum: Band, Sports, Clubs, Dance, Theater, Sports, Music
 - Counseling Programs at Middle School
 - AVID (for kids in the Academic Middle)
 - Having H.O.W. grades instead of just Standard Based.
 Tracking attendance—Letters home, follow-up calls from secretary, Robo calls.
2. What are **barriers** in the area of STUDENT ENGAGEMENT that could be preventing students from achieving their potential?
 - Lack of Principles of Mindfulness in the classrooms & school in general
 - Suspension rates and disproportionality of suspension rates
 - Not enough tracking or “case management”—Due to lack of resources.
 - Lack of a system to identify quickly & follow-up w/ kids who need more support. RTI²
 - Lack of examining and exploring internalized bias at the staff level and faculty level.
 - Lack of resources to support teachers in order for them to teach effectively.
 - Decrease adult to student ratio with aides.
3. What are some **actions, programs or services** for STUDENT ENGAGEMENT that could improve outcomes for our students?
 - Mindfulness
 - Educating kids about their own physiological & social developmental
 - Professional Development, Professional Learning Communities around cultural competence & bias

- Leadership opportunities across the Middle Schools
 - Teachers engage socially with students--share a meal—relax together
4. What are **your top three recommendations** for improvement in STUDENT ENGAGEMENT?
 - 1) AVID – Maintain and Expand AVID, Cal Scholars & BHS Bridge.
Across the three middle schools.
AVID not the top & not the bottom.
 - 2) Mindfulness & Educating middle school students about their physiological & social development
 - 3) Early Identification and intervention for kids at risk of dropping out.

• FOCUS ON STUDENT ENGAGEMENT– MIDDLE SCHOOL/HIGH SCHOOL GROUP 2

1. What BUSD programs, activities have been **most effective** for our students in improving STUDENT ENGAGEMENT?
 - We think data on these (listing of student engagement areas in box) should be analyzed versus programs & activities in order for us to make more than a guess here. There should also be hypothesis/statements from each program leader (e.g. Mental Health) or the principal as to what the trend is.
For example: What programs are being used for each population? Are they working?
 - Where programs did show improvement, we should discuss ways to extend it to other groups.
2. What are **barriers** in the area of STUDENT ENGAGEMENT that could be preventing students from achieving their potential?
 - No comments
3. What are some **actions, programs or services** for STUDENT ENGAGEMENT that could improve outcomes for our students?
 - Yes, add the ATOD counselor and make them cool.
4. What are **your top three recommendations** for improvement in STUDENT ENGAGEMENT?
 - No comments

RESPONSES TO FOCUS ON PARENT/FAMILY ENGAGEMENT: Four Questions to Consider

• FOCUS ON PARENT/FAMILY ENGAGEMENT–DELAC GROUP

1. What Family Engagement programs, activities have been **most effective** in improving outcomes for students?
 - No comments

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?
 - Parenting workshops (Academic & Advocacy)
 - Commitment from District & School to involve parents (children of color, ELL), two-way com. & committees, cultural exchange
 - Parent Liaison at every site

• **FOCUS ON PARENT/FAMILY ENGAGEMENT–ELEMENTARY GROUP 1**

1. What Family Engagement programs, activities have been **most effective** in improving outcomes for students?
 - Parent Liaison
 - Family night
 - Parent Education
 - Family resource center campaigns (Rosa Parks)
 - Newsletter–classroom & school
 - After drop-off mingle w/PTA & principal

2. What are **barriers** in the area of PARENT/FAMILY ENGAGEMENT?
 - Certain groups less likely to show up for activities or have the information they need
 - Times when working–during week hard
 - Very few opportunities to engage if you work–rely on paper communication.
 - How find ways to connect with people
 - Bridging teacher/parent divide

3. What are some **actions, programs or services** for PARENT/FAMILY ENGAGEMENT that could improve outcomes for our students?
 - Meetings that are mandatory for parents (especially for those who less likely to engage, e.g. Latino)
 - Meetings on weekends instead of during the week?
 - Family liaison/family resource center (e.g. Rosa Parks & Cragmont)
 - Support teachers to engage parents in classroom & in child’s education
 - Home site visit
 - Be there at 6pm for Afterschool pick up

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. Have security and a counselor present till 6. Offer food as well, like milk. Don’t worry if mom’s in need, take as many milks as they want.

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