

# Parent Advisory Committee

## Virtual Meeting Minutes - **DRAFT**

### April 14, 2021

**Members in Attendance:**

Adams - Janet Aguilar  
Alpha - Haley Rivera-Gonzalez  
Berenda - Michelle Villacis  
Chavez -  
Desmond - Principal Carry Gasset  
Dixieland - Melody Mouton  
Eastin-Arcola - Leanna Prim  
Furman - Rosario Flores, Principal Hilda Castellon  
Howard -  
Jefferson - Belinda Dennison  
King -  
La Vina -  
Lincoln - Sarah Machado  
Madera Adult -  
Madera High -  
Madera South - Diana Flores  
MaderaTEC - Principal Alyson Rocco  
Madison - Minerva Mendoza  
Millview -

Monroe - Ines Salazar Hinostrozo, Principal Leonard Perez  
Mtn Vista -  
Nishimoto -  
Parkwood - Martha Espinosa  
Pershing - Doug Alton  
Ripperdan -  
Rose -  
Sierra Vista -  
Torres -  
Washington - Isabel Cervantes

**Non-voting Members in Attendance:**

Joetta Fleak, Board Trustee  
Lucy Salazar, Board Trustee  
Babatunde Ilori, Executive Director

**Others in attendance:**

Estrella Cortez, Administrative Assistant  
Jaime Rodriguez, District Translator

**1. Call to Order**

- a. Melody Mouton called the PAC meeting to order at 6:03 p.m.

**2. Roll Call – Introduction**

- a. Haley Rivera-Gonzalez took roll call. 14 voting PAC members were present at the time of roll call and a quorum was established.

**3. Adoption of Agenda**

- a. Leanna Prim made the first motion to adopt the agenda, Martha Espinosa made the second motion. Motion passed.

**4. Approval of Minutes**

- a. Haley Rivera-Gonzalez made a motion to approve the minutes with the amendment. Isabel Cervantes made the second motion. Motion passed.
  - i. Principal Hilda Castellon made a motion to amend the minutes, item #6, under feedback to change “Mountain High School” to “Furman High School”. Also, change “... is not going to be a good year for ...” to “...is going to be a tough year for...”

**5. Opportunity for public input**

- a. Toby Wong wanted to say last night's presentation to the board was great and the feedback from trustees was great as well.

**6. Discuss Feedback Received from the Board During the Board Meeting Regarding the Formal Written Recommendations Presentation from the PAC**

- a. Babatunde Ilori: Executive PAC did a great job presenting to the board and represented you all well. The information was well-received by the board. One of the board members felt recommendations align well with the goals we have for the district as it relates to DSDP. Also, thank you for the work you do as parents. Board members are very impressed by recommendations from advisory groups and want to figure out intentional ways of incorporating recommendations in the LCAP.
- b. Haley Rivera-Gonzalez: We did get feedback from board members that the presentation was informative. Thank you to all for helping along with the input.
- c. Melody Mouton: I felt we were being listened to. We had our voices heard. I do want to reflect on how Trustee Fleak mentioned the conversation we had at our last PAC meeting regarding the interest in board members showing up at school sites.
- d. Trustee Salazar: Thank you for bringing back information from individuals, this is important to board members. Unfortunately, it is hard to visit school sites due to COVID but now that we are opening schools and kids are coming back, we hope to see more board members. I have set up time to make arrangements, but I want to give school staff time to get students situated first. Thank you for all your efforts and it is a privilege to be here with you. Just want to hear what PAC members have to say and bring it back to the other board members.

**7. Purpose of NWEA Assessment and Potential CAASPP Waiver**

- a. Babatunde: With COVID, lots of changes have happened with the different accountability measures that connect with LCAP. The California Dashboard accountability measure that we use in the state of CA has a color system. From the color blue which is good all the way to the color red which means we need improvement. The state assessment is one of the measures which is part of the CA Dashboard for English Language Arts and Math. Due to the COVID-19 pandemic and all the fluidity of changes, the state superintendent released a statement last week explaining what is going to happen with the state assessment. In our district, what we are doing is focusing on our local assessment called the NWEA. We will be administering the NWEA in the spring. Our students already took the assessment in the fall, they took it in the winter and will take it again in the spring. What is neat is that we already not only anticipated what would happen in the state but realizing it is important to communicate clearly, we already have the MEtoBE report. An update has been made to the MEtoBE report to make it more focused on the NWEA assessment with a focus on goal setting. If you have a child in 1<sup>st</sup> grade all the way to 12<sup>th</sup> grade, your child will take the ELA and Math NWEA assessment.
- b. Babatunde shared a sample student report to explain the changes.

Sample student report in the updated MEtoBE format - [English LINK HERE](#) and [Spanish LINK HERE](#)

c. Questions/Comments

- i. Desmond Middle School Principal Carry Gassett shared that she is a fan of the MEtoBE report. It is a great tool for students and teachers. They started goal setting before Christmas and we trained staff on how to implement it. Students never knew what they were shooting for without having that visual to see what they needed to achieve. To see what they are aiming for has been very helpful. The new visual is great and exciting to introduce because they are in the process of doing a follow-up on goal setting. A lot of kids ask what they need to do now to get to the next level. From a school standpoint, it is a tool for parents to help parents understand what kids are achieving.
- ii. Over the Zoom chat, MaderaTEC Principal Alyson Rocco shared that this has been really great! So useful and a visual for parents, students, and staff.
- iii. Leanna Prim: Are we doing this for high school?
  1. Yes, historically we didn't but this will be the first time.

**8. Feedback on Expanded Learning Opportunities (ELO) Grant**

a. Presentation by Babatunde: [Link to shared slides](#)

- i. The good news is that the governor approved funds to offer expanded learning opportunities for students. It came fairly recently and we knew it would be important to get parent feedback on how to utilize these funds. This is a state requirement although not a state requirement that the PAC specifically needs to provide feedback but we knew that the PAC would be interested in providing feedback on this.

Expanded Learning means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that ELPs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and year.

This can actually essentially be implemented by people, not necessarily teachers for example Teaching Fellows in districts that are working with students doing tutoring, extracurricular activities, etc.

This is one-time funding that will provide supplemental instructional support with the goal of benefiting our most disadvantaged pupils. In our district, 90% of the students meet the supplemental and concentration grant funding criteria.

The grant encourages us to collaborate operationally with community partners and expanded learning programs to accelerate student learning and enrichment.

Those who will be served are those at-risk students, homeless, foster youth, English learners, pupils without access to computing devices, software, or high-speed internet, and disengaged pupils.

- ii. There are seven strategies that the state has outlined that our district should consider for utilizing the expanded learning opportunity grant funds.
  - 1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes.
  - 2. Accelerating progress to close learning gaps through 1-on-1 tutoring, learning recovery programs, and educator training.
  - 3. Integrated student support to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
  - 4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
  - 5. Support for credit deficient students to complete graduation or grade promotion requirements and to increase or improve student's college eligibility.
  - 6. Additional academic services for students, such as diagnostics, progress monitoring, and benchmark assessment of students learning.
  - 7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

b. Questions

- i. Would summer school be mandatory like if the student has below 2.0?
  - 1. Instructional minutes are required minutes which means you can go through the SARB process. Extended learning is usually optional. However, you can tell a student that in order to go to the next grade level they need to do this to meet proficiency.
- ii. Is this because of COVID; because they missed out and they were not in person?
  - 1. We cannot make up for learning loss in one summer, but we can think of a more long-term comprehensive plan. Our idea is to come up with something more long-term. A comprehensive plan to fill out these foundational pieces over a couple of years. This is one essential area of funding that we can leverage to do extended learning opportunities for students. Enrichment is important because there are a lot of social-emotional pieces that these funds can be used for.
- iii. How is this an option when many rural students aren't able to attend these extended learning programs due to the fact that there are no later buses?
  - 1. These funds could be used by Transportation to ensure students have the ability and accessibility to physically participate and get to and from school.
- iv. When we talk about students who need it the most, are we talking academic or socioeconomic?

1. Both, the state is calling out disengaged students and foster youth.
- v. How about SPED?
  1. Absolutely, because students with disabilities will need to get the support they need.
- vi. Is this tied to Building Block #2? Is it promoting equity?
  1. Yes, because the grant calls out special attention to students most at needs based on demographics and student achievement as well.
- c. PAC members took a survey to indicate where these funds should be used. The survey was provided in Spanish and English.

## **9. PAC Member Updates**

- a. Desmond School Principal shared that they welcomed back the first cohort at Desmond. Very exciting and the students felt the same. She shared the story of a student who asked if the library was open. He was so excited at the thought of being able to check out a book that he ran to the library. Another kid asked if he could come four days instead of two. Kids have been amazing including teachers!
- b. MaderaTEC Principal- First group of kids are coming tomorrow. Excited to have 8<sup>th</sup> graders at MadTEC campus for the first time. She visited the three middle schools to learn about their reopening, they did a great job. Kids are excited to be back in school. Many for the first time to be on campus as 8<sup>th</sup> graders.
- c. Furman High Principal shared that she and her office staff have been outside greeting students as they arrive on campus. They have been passing Chromebooks, giving supplies, and giving treats. Also, they have been showing students on site how to fill out a wellness form through ParentSquare because many don't know how to do it.
- d. Melody Mouton shared that MHS CalSAFE will get students back next week.
- e. Sarah Machado has a son at Thomas Jefferson and he started this week. He is happy and can't stop smiling. He is on the tennis team and loves it.
- f. Trustee Salazar shared that her grandson will attend Matilda Torres for the first time, he is very excited.

## **10. Announcements**

- a. Next PAC meeting - May 12, 2021, at 5:45 p.m.
- b. Discuss Future Agenda Items
  - i. Last pack meeting is May 12
  - ii. Do a recap of positive changes and outcomes that happened in our district.
  - iii. Review PAC bylaws
  - iv. Approve calendar for next school year PAC

## **11. Adjournment**

- a. The meeting adjourned at 7:32 p.m.