



Parent Advisory Committee Meeting
2022-2023 School Year

Meeting Minutes

Thursday, January 12th, 2023

Purpose of Meeting: Discussion of informational item for additional LCAP funds, a presentation for PAC and LCAP from Sandy Park, and an overview of the PAC LCAP working document.

Time	Topic	Minutes
6:33pm	Welcome and Introductions 1. Your name 2. Site you Represent	<ul style="list-style-type: none">• Facilitator introduction.• Introduction of 22-23 PAC representatives.• Stated meeting objective and agenda for the night. Staff Members in attendance: <ul style="list-style-type: none">• Liza Estupin - Director, Categorical & Special Projects, BUSD Committee members in attendance: <ul style="list-style-type: none">• Corrina C. - BHS Rep.• Evan C. - John Muir Rep.• Denise D. - Sylvia Mendez Rep.• Mahogany G. - BHS Rep.• Mandisa H. - King Rep.• Monica J. - Malcolm X Rep.• Chiara L. - King Rep.• Taliva M. - Thousand Oaks Rep.• Lindsay N. - Cragmont Rep.• Humberto R. - Longfellow Rep.• Natasha S. - Washington Rep.

		<ul style="list-style-type: none"> • Johanna T. - Oxford Rep. • Nadiyah T. - Rosa Parks Rep. <p>Guests in attendance:</p> <ul style="list-style-type: none"> • Sandy Park - PAC Presenter
6:35pm	PAC Meetings, Structure, Norms, Rules	<p>BUSD PAC Website</p> <p>Went over the agenda for this meeting. Agenda was approved 6:37pm.</p> <p>Went over the minutes from the 12/8/22 meeting. Minutes were approved at 6:49pm.</p>
6:49pm	Informational Item, Additional LCAP Funds	<ul style="list-style-type: none"> • Background: Currently, there is additional LCAP funding from the 21-22 SY. <ul style="list-style-type: none"> ○ Approximately \$300,000 is carryover due to unfilled positions from 21-22 that were funded by LCAP. ○ In late May, BUSD received additional funding from the state. ○ Total unspent 21-22 LCAP funds is \$686,165.00 • BUSD solicited input from managers and directors to see where there was need in relation to LCAP goals to help support unduplicated students. <ul style="list-style-type: none"> ○ These needs are broken down into ongoing or one-time costs. Ongoing costs would need another resource in the future, as this funding is one time. • 22-23 LCAP Proposal: <ul style="list-style-type: none"> ○ 0.5 FTE BHS Intervention Counselor ○ Startup Puente Program costs for Longfellow/BHS ○ STEM programming for Longfellow Middle School ○ OFEE operating costs and startup funding ○ Additional funding to support document translation ○ ELD Curriculum purchases for sites to meet inventory needs ○ ELD Professional Development to implement ELD Curriculum ○ Pre-K Literacy Program, to help purchase curriculum. ○ EL Support for summer school ○ Funding for Bridge 1.0 FTE (2 years total) ○ 0.2 FTE additional funding for AVID to support additional responsibilities. ○ District-wide Affinity Initiatives (Latinx, API, etc.)
	Questions, Public Comment	<ul style="list-style-type: none"> • Representative: The proposal says year 2 of 3, is Bridge only at BHS?

- Dir. Estupin: To confirm, this is for 2 years. This is a typo. It should be 2 years of 4.
- Representative: You stated the PreK program doesn't have a literacy program, it's my understanding that PreK is using CDE Foundations and Frameworks Curriculum, which doesn't come at a cost.
 - Dir. Estupin: This is supplemental funding, it could be used for additional materials or assessments.
- Representative: Who approved the decision on how the funding is allocated?
 - Dir. Estupin: This is supplemental funding that we need to use and ensure is supporting unduplicated groups. This is a proposed budget, based upon the LCAP goals and recommendations from managers and directors.
 - Representative: So would the SSC be involved in deciding usage of funds?
 - Dir. Estupin: LCAP goals would not be a school site function. \$686K does not stretch out to all sites.
 - Representative: This funding must be allocated to one of the LCAP goals. It's not randomly assigned.
 - Dir. Estupin: These assigned allocations are based upon input on what additional funding was needed to support each LCAP goal.
 - Representative: I want to ensure this funding supports the African American demographic.
 - Dir. Estupin: LCAP dollars are allocated based upon the unduplicated count. We have to ensure this funding goes towards unduplicated students: English Learners, Foster Youth and students who qualify for Free and Reduced Lunch.
 - PAC Co-Chair: I believe BUSD has African American students addressed those groups within targeted groups. There are a lot of African American students within AVID, BRIDGE, OFEE.
 - Representative: I would like to see data to support that African American students are supported in these programs listed. I would like to see the groups instead of programs this funding is going to.
- Representative: This is written like an RFP Document, similar to a proposal to receive funding, not an informational document. What exactly does this document do?

		<ul style="list-style-type: none"> ○ Dir. Estupin: This is the amount of carryover we have, as well as the descriptions, the cost, and how they are associated with LCAP goals. This is to be allocated after we present it to the board as an informational item. ○ Representative: How do we ask schools if there's a need? How do we present something to this list? ○ Dir. Estupin: For school site concerns, you should talk to your SSC. The amount of funding proposed here is not a lot of money to stretch out to all school sites. This is the only amount of LCAP carryover we have. ● PAC Co-Chair: We did have this information shared for transparency. If you would like to propose a letter or a feedback as PAC members regarding this allocation, we can have something drafted before the next board meeting. ● Dir. Estupin: This isn't a lot of money, so we're trying to make sure we're funding districtwide programs that can help support all sites.
7:08pm	PAC Presentation, LCAP Process, History of LCFF	<ul style="list-style-type: none"> ● Purpose of this presentation: teach parents how to engage and navigate the LCAP. ● Prior to LCFF, the state gave districts money for "Categorical Programs". ● The Local Control Funding Formula (LCFF) was first implemented in 2013-2014, eliminating over 40 categorical programs. ● Accountability before LCFF was a top-down system, and was difficult to understand. It was only characterized by a single measure of success and was a one-size-fits-all approach. ● Calculating the LCFF: <ul style="list-style-type: none"> ○ Base grant funding is given based upon grade level, since it costs more to support students at different grade levels. This is called Average Daily Allowance, or LCFF base funds. ○ Supplemental funds are given to the district if students are considered Low Income, English Learners, Foster Youth (often referred to as unduplicated students). Unduplicated students only count once, even if the student falls into different categories. ○ Concentration grants are given to districts if unduplicated students exceed 55% concentration. The concentration grant doesn't apply to BUSD. ● Three Principals:

		<ul style="list-style-type: none"> ● District-level improvement showing success ● Equity: Additional funding to address specific needs of students who are unduplicated students. <ul style="list-style-type: none"> ○ We are required to increase or improve services in proportion to the increase in funding. These funds should not be included towards the general population. ○ Berkeley has included African American and Latinx populations in targeted groups as a local initiative. Additional funding is not allocated, but we are allowed to use supplemental funds towards these groups. ● Subsidiary: Programs must support the social and political issues at the local level. <ul style="list-style-type: none"> ○ Issues necessitates transparency and collaboration with educational partners (formerly known as stakeholders). All groups should be engaged and in discussion about the process. (Students, parents/guardians, faculty, unions, and administrators) ● 47.7% of the BUSD's general budget is LCFF base funding, supplemental funding is approximately 3%. <ul style="list-style-type: none"> ○ Berkeley has local programs, such as Measure E and BSEP, which are Berkeley-specific. ○ Berkeley also gets restricted funds for other categorical programs, such as SPED or Transportation.
7:20pm	Questions, Public Comment	<ul style="list-style-type: none"> ● Representative: For the [Concentration grants], what other districts receive this grant funding? <ul style="list-style-type: none"> ○ Sandy Park: I believe OUSD and Contra Costa County receive this funding. You can look at the California Dashboard. ○ Representative: If you have an inter-district transfer, and students have left their district, how does the funding transfer? ○ Sandy Park: The funding doesn't follow immediately. The state level will always tweak, but it lags about a year due to the difficulty to track. ○ Sandy Park: For Berkeley, we have additional local funding sources. For some [California] schools, LCFF calculations are their entire budget.

		<ul style="list-style-type: none"> ● Representative: Is there still funding based on attendance? There was a concern that targeted groups come from marginalized communities. <ul style="list-style-type: none"> ○ Sandy: We won't see changes anytime soon, but the concern is understood. Districts are trying to work around the funding purposes as they understand funding affects targeted groups. ● Representative: This year, I appreciated that the district explained that the "lunch form survey" also might identify if your student qualified for other services beyond free and reduced lunch.
7:25pm	PAC Presentation, The Local Control Accountability Plan (LCAP)	<ul style="list-style-type: none"> ● For most student groups, we need to fund these groups and educational programs at the local level. The state gives Berkeley local control, and Berkeley develops a Local Control Accountability Plan (LCAP). ● The LCAP development process serves three distinct, but related functions: <ul style="list-style-type: none"> ○ 1. Most of this organization and conversation was made in central offices, without much oversight. <ul style="list-style-type: none"> ■ The LCAP supports strategic planning, to connect budgetary restraints and make hard choices about limited resources and still meet community needs. ■ The LCAP ensures that targeted groups can be identified and cannot be hidden behind overall numbers. ○ 2. The LCAP development process should result in meaningful engagement of educational partners. <ul style="list-style-type: none"> ■ All groups should be involved, students, teachers, community partners and administrators. Everyone's opinion can have input as we all have valuable insight. ○ 3. The LCAP serves a huge issue of accountability. <ul style="list-style-type: none"> ■ Aspects of the LCAP template require districts to show that they have complied with various requirements specified in the LCFF statutes. ● In simplest terms: We all get together, check what's going on, find goals to prioritize and review actions/services from previous years to adjust the plan.

		<ul style="list-style-type: none"> • The LCAP identifies and helps remove educational jargon for communities and parents. The LCAP identifies targeted groups, programs being used and funding sources.
7:38pm	Questions, Public Comment	<ul style="list-style-type: none"> • PAC Co-Chair: Are we going to try to work through the entire LCAP, or are we going to prioritize specific goals? • PAC Co-Chair: Do you have any parting words on how to work as a PAC? <ul style="list-style-type: none"> ○ Sandy Park: Make sure you are able to attend each meeting or have a substitute. ○ Sandy Park: You should be partnering with other people to assist you with gathering information you need. ○ Sandy Park: Take the role seriously as you have the ability to have a voice. • Representative: The very nature of how much information contained prevents people from getting involved or understanding. <ul style="list-style-type: none"> ○ Sandy Park: As long as there is meaningful engagement with questions about each item, instead of presentations, you should be able to have conversations. ○ Sandy Park: You cannot tackle the entire LCAP every year. You should try to split it up or digest it for yourself or other parents.
7:45pm	Additional Time Request	<ul style="list-style-type: none"> • PAC Co-Chair: Can we vote to extend the meeting by about 10 minutes to have time for school site reports? <p>Meeting extension approved at 7:46pm.</p>
7:47pm	LCAP Monitoring Tool	<ul style="list-style-type: none"> • PAC Co-Chair: The LCAP monitoring tool lays things out for different programs, and how the goals are aligned, and gives PAC a framework. • PAC Co-Chair: This information is exactly what's in the LCAP, just presented in a different way. • PAC Co-Chair: Currently, we're using LCAP Action 2.2 regarding RTI, Response to Intervention, as an example.

		<ul style="list-style-type: none"> ● Representative: We do these programs and we see the money being spent, and we are told that we're being listened to, but we don't often see the outcomes. I'm getting frustrated. <ul style="list-style-type: none"> ○ Dir. Estupin: PAC has a lot of requests from the BREA department for data to see the metrics regarding each program. We have a lot of overarching data currently. ○ PAC Co-Chair: A part of the additional funding to BREA came from LCAP last year, with advocacy from PAC. ○ Dir. Estupin: The BREA team came together last year, and there was no true, centralized location for easy access to the community. BREA has worked on the platform for all schools to understand. ○ PAC Co-Chair: The request for specific program evaluation data also comes from the P&O team. This is why we focused on LCAP Action 2.2.
7:54pm	Response to Intervention, Site Data and Support	<ul style="list-style-type: none"> ● For Rosa Parks: There are 5 positions, largest grade is 3rd grade, literacy/math are at the same approximate level. Sounds like not able to serve all the students, and are reliant on classroom teachers for additional support. There is only 1 staff member within afterschool. <ul style="list-style-type: none"> ○ PAC Co-Chair: This data may be showing that we are not identifying and helping students early enough. It will get harder for these students to catch up. <ul style="list-style-type: none"> ■ Representative: I also see that there's no information in the TK program. ■ PAC Co-Chair: This also looks like students may be getting pulled out of class and are missing out on other instruction. It also might show that more afterschool support is needed. ■ PAC Co-Chair: Pro: See a lot more students receiving math support. Con: See specific programs being used in literacy intervention which have been debunked as being effective. ○ Representative: We should ask the question: Can you pull kids out of Kindergarten for intervention? Can it be push-in intervention? <ul style="list-style-type: none"> ■ PAC Co-Chair: Not sure.

		<ul style="list-style-type: none"> ○ Representative: Are these the same students? Can we see improvement? Are we able to obtain this data? ● Representative: Longfellow went into the extra period for extra help. I have asked for data, but I don't know if this is considered RTI or EL Support. Longfellow has had this for 2 years, we have not seen data on the program, and [parents] don't want it to disappear without seeing it's effectiveness. <ul style="list-style-type: none"> ○ Dir. Estupin: This is an intervention for students who need it, it should be another LCAP item, not labeled as RTI. ● Representative: What is RTI? Is this the same as pull out? <ul style="list-style-type: none"> ○ PAC Co-Chair: RTI is Response to Instruction and Intervention. This is Tier 2, Special Education would be Tier 3. Both are considered pull-out. If RTI doesn't work, students go into Special Education. ○ Representative: My child is pulled out [of class]. I've asked for an assessment, but I'm getting fearful about my student becoming uninterested in learning. ● Representative: Is it only classified as RTI if kids are getting pulled out of class? <ul style="list-style-type: none"> ○ PAC Co-Chair: RTI can be pull-out, small groups or push-in learning. Students are identified by a classification team. ○ PAC Co-Chair: The supplemental education could be an alternative to full classroom education, not intervention. Supplemental education is for pushing the students to eventually return to regular instruction. ○ Representative: Are there any groups that we are utilizing that are outside BUSD? ○ PAC Co-Chair: Some literacy coaches support a Build Program, other sites will have volunteer tutors. Berkeley is extremely low on certified/trained instructors. I would advocate for the best devoted to RTI.
8:10pm	School Site Supports	<ul style="list-style-type: none"> ● PAC Co-Chair: You can email school specific issues, you can email Liza. <ul style="list-style-type: none"> ○ PAC Co-Chair: Look for the item that is specific to your interests or school site in the LCAP working document. There are historical themes within the PAC that PAC can craft comments around. ○ Dir. Estupin: Focus on your priorities and needs [for PAC and your site]. Bring it up in PAC meetings for recommendations.

		<ul style="list-style-type: none"> ● Representative: For kids that are English-only at home, how does Dyslexia and the Dyslexia settlement work? How do we identify this when analyzing reading, writing and phonetics? ● Representative: Can we break out into small working groups that are passionate about certain subjects? <ul style="list-style-type: none"> ○ PAC Co-Chair: We can talk about open office hours for questions and small focus groups for engagement between meetings. ● Representative: The meetings are a bit too spread out to collaborate all the information effectively for decision-making. ● Representative: Someone mentioned the RTI questions. Can we reshare a document? <ul style="list-style-type: none"> ○ Dir. Estupin: Yes.
8:21pm	Closing	<ul style="list-style-type: none"> ● PAC Co-Chair: We can plan for open meeting times or small focus groups in-between meetings. <p>Next meeting: 2/29/2023</p> <p>8:21pm, meeting adjourned.</p>