



Parent Advisory Committee Meeting
2022-2023 School Year

Meeting Minutes

Thursday, December 8th, 2022

Purpose of Meeting: Discussion with BREA, and Introduction to PAC from guest Sandy Park.

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● Ruth Steele-Brown - Director, BREA, BUSD● Laura Babbitt - Board Member, BUSD Committee members in attendance: <ul style="list-style-type: none">● Andres B. - Emerson Rep.● Parul B. - Ruth Acty Rep.● Evan C. - John Muir Rep.● Mahogany G. - BHS Rep.● Mandisa H. - King Rep.● Monica J. - Malcolm X Rep.● Chiara L. - King Rep.● Reichi L. - Rosa Parks Rep.● Taliva M. - Thousand Oaks Rep.● Lindsay N. - Cragmont Rep.

		<ul style="list-style-type: none"> ● Tamara R. - Pre-K Rep. ● Robyn S. - Ruth Acty Rep. ● Natasha S. - Washington Rep. ● Brit T. - Berkeley Arts Magnet Rep. ● Nadiyah T. - Rosa Parks Rep. ● Johanna T. - Oxford Rep. <p>Guests in attendance:</p> <ul style="list-style-type: none"> ● Sandy Park - PAC Presenter
6:33pm	PAC Meetings, Structure, Norms, Rules	<p>BUSD PAC Website</p> <p>Went over the agenda for this meeting. Agenda was approved 6:34pm.</p> <p><i>Modification to agenda: The presentation from Sandy Park was canceled due to a personal emergency. Agenda was amended at 7:20pm upon PAC vote.</i></p> <p>Went over the minutes from the 11/10/22 meeting. Minutes were approved at 6:41pm.</p> <p><i>Minor change requested during approval, item at 6:50pm in minutes.</i></p>
6:42pm	Overview of BREA	<ul style="list-style-type: none"> ● PAC requested a short meeting with BREA to answer questions about what BREA does within BUSD, as well as data-specific questions with regards to the LCAP. ● BREA stands for “Berkeley Research, Evaluation and Assessment”. ● For the last year, due to the COVID pandemic, BREA was not doing much research due to fewer people asking to partner with Berkeley Unified, but historically BREA partners with organizations like UC Berkeley. ● BREA primarily handles the following duties: <ul style="list-style-type: none"> ○ BREA works on gathering data and presenting it to sites. ○ BREA assists with state testing and evaluations. ○ BREA assists with Professional Development offered to staff for data collected and assessments being used by BUSD. ○ BREA assists with LCAP-related data. ● One of the biggest projects currently for BREA is a real-time internal data dashboard, so that academic performance and demographics are easier to sort and access at the site and district level, which has been a BREA priority since August. <ul style="list-style-type: none"> ○ This tool will help expedite the requests for data for site teams and principals.

		<ul style="list-style-type: none"> ● BREA is a small team, currently 5 staff members.
6:46pm	Questions, Public Comment	<ul style="list-style-type: none"> ● Representative: At [my] site council meeting, math intervention seems to be a struggle. Do you have information on developing a plan for intervention in math? <ul style="list-style-type: none"> ○ Dir. Steele-Brown: We are currently working with the Director of K-8 schools on a plan for math intervention. The K-2 assessments for math don't give teachers the necessary information about student learning and the steps to take in intervention. ○ Dir. Steele-Brown: BREA is partnering to assist with identifying students, but it will take a while. There are two missing District Math TSA's. ● Representative: For parents, how do we know a student is able to be assessed? How does a parent ask for assessment? How do you determine the eligibility to assess a student, and does BREA support the communication to parents? <ul style="list-style-type: none"> ○ Dir. Steele-Brown: For K-2 students, we use DIBELS as a literacy screener. If a child is struggling with those assessments, the school should be reaching out directly to the families. ○ Dir. Steele-Brown: The reachout should be directly from the teachers, because the teachers are administering the assessments. This is long before the assessment for Special Education, but would be the first step. ○ Representative: What does BREA do? ○ Dir. Steele-Brown: BREA makes sure that tests are administered and provides assistance on availability of student data for the schools. ○ PAC Co-Chair: This is very relevant to LCAP goals, the African American Success Framework and the Literacy Settlement. There are many parts that need to be worked on: both awareness and communication. ○ Representative: I know what's supposed to happen, but too often the information is presented only to the parents when the student is being held back, not when the additional resources or intervention is available. ○ Dir. Steele-Brown: BUSD is trying to improve, [BREa] is supporting to ensure the outreach is happening.

- Representative: It's difficult to analyze data, because we have different snippets of data. Do you think the dashboard will be able to help out in sorting data, and utilizing it to help for LCAP goals?
 - Dir. Steele-Brown: The dashboard is internal, we can share the appropriate data if asked. Confidentiality is a concern with small groups as they can get identified.
 - Representative: Can our principal request lumped data for our analysis?
 - Dir. Steele-Brown: Yes. We already have principals asking for similar data.
- Board Mem. Babbitt: Could you give us an update on if different assessments or if electronic vs. paper testing is holding back assessment data?
 - Dir. Steele-Brown: We don't have too much information since most testing has been digital for some time.
 - Board Mem. Babbitt: So we don't have the information on technological boundaries?
 - Dir. Steele-Brown: We don't have historical data, but we have anecdotal data that shows that if students aren't aware of testing interfaces, it can affect their performance. We're working on removing that barrier, we're not sure on the impact as of yet.
- PAC Co-Chair: What does your department need to fulfill all of these requests?
 - Dir. Steele-Brown: The biggest impact would be a budget for teacher release time to support teachers in the assessment process.
 - Dir. Steele-Brown: We also need funding for a high school reading assessment, since high school has a struggle with students reading at grade level.
- Representative: Does [BREA] test preschoolers?
 - Dir. Estupin: The preschool has their own set of assessments that they utilize.
- Representative: My child is not able to test because they are not at grade level, and schools are short-staffed. How will the dashboard help us?
 - Dir. Steele-Brown: There are different types of assessments, state assessments don't give us comprehensive data where kids are. DIBELS is a literacy screener, and allows us to see what skills students have.

		<ul style="list-style-type: none"> ○ Dir. Steele-Brown: The dashboard will allow principals and teachers to filter data, and you can look at a glance at individual children or full grade levels. Real time data can help us help students and respond accordingly. ○ Dir. Steele-Brown: A dashboard helps us humanize teachers and students, rather than treating them as data points. ● Representative: Do we have a DIBELS equivalent for math? <ul style="list-style-type: none"> ○ PAC Co-Chair: Not yet. ● Representative: When was DIBELS implemented in the district? Was there another assessment? <ul style="list-style-type: none"> ○ PAC Co-Chair: Last year was the first year, before that it was STAR, starting Grade 1.
7:12pm	Update to Agenda	<p><i>The presentation from Sandy Park was canceled due to a personal emergency. The PAC Co-chairs recommended an agenda change to a 5 minute overview of Sandy Park's PAC presentation, and then a review of the LCAP Monitoring tool.</i></p> <p><i>Motion to amend the agenda at 7:18pm. Agenda was amended at 7:20pm upon PAC vote.</i></p>
7:20pm	Role of PAC Presentation	<ul style="list-style-type: none"> ● The Local Control Funding Formula provides a base grant for daily attendance, and a supplemental grant for targeted students (unduplicated count). ● The PAC centers and makes decisions that they make. ● It should be noted that Berkeley has prioritized Black and Latino students within the targeted and unduplicated groups. ● The district is funded with \$207 million. \$5.8 million (3%) is supplemental funding. The main goal of PAC is to look closely at the supplemental funding and ensure how it is going towards students at-risk. ● The PAC has a responsibility to give recommendations on different programs to the board. ● Our job is to notify BUSD if supplemental funds are benefitting or providing services to targeted student groups.

7:28pm	Questions, Public Comment	<ul style="list-style-type: none"> ● Representative: The data presented in PAC is not inform-friendly. I'm not sure how to share this with parents and administrators. How can this information be disseminated so it is easier to share? <ul style="list-style-type: none"> ○ PAC Co-Chair: We get all these numbers every year, sometimes it can be really overwhelming. We need to be present, ask questions. You don't need to understand all of the data, you just need to keep being engaged. ○ Representative: This needs to be simple. Can we generate this in a way that's easier to understand? This affects a lot of people who don't have the time to analyze it, and the way the data is presented drives people away. ○ PAC Co-Chair: The acronyms feel divisive. We are all volunteers. If we work together, we can figure out ways that work for more people. ● Representative: I identify with identifying the process of the PAC. This experience is similar at the SSC. It's nice to see the transparency, data and numbers, but we need to know how this affects our school sites. <ul style="list-style-type: none"> ○ Dir. Estupin: The main section of the BUSD budget graph is for keeping the lights on. The PAC is focused on the LCFF and the LCAP for targeted support. ○ Representative: Is the LCAP only for teachers? ○ Dir. Estupin: No, it can be for programs, staff, funding. The hope is that we can use this time to gather this data and disseminate it to others so [PAC] can make recommendations. ● Representative: The most important part is to continue to advocate for your school site and know about your school site needs. The BUSD LCAP is 125 pages. At the end of the year, we should be able to focus and discuss the main focuses as the PAC. <ul style="list-style-type: none"> ○ Representative: We should have more information on how to advocate for our sites and how to look at our LCAP goals. ○ PAC Co-Chair Do you believe that we should re-share the PAC letter that we sent at the end of the 21-22 school year? It shares most of the same concerns. ○ Representative: Yes. ○ PAC Co-Chair: We do expect the first few months to be learning, sharing, and looking into different parts of the LCAP. ○ Representative: As people clean up and simplify for parents, we want to make sure we don't eliminate data through bias.
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7:48pm	School Site Concerns	<ul style="list-style-type: none"> ● Representative: At John Muir, there's a real challenge with reading and lagging behind with the state, and is well below the district average, due to top-scoring reading levels declining. We should strongly consider and look at literacy supports. <ul style="list-style-type: none"> ○ Representative: A lack of staffing and substitutes have led to reading specialists filling other roles and unable to help students struggling with reading. ● Representative: How can we support the principals, parents and students and get them informed about how things are funded, how they can show up to the correct meetings for each program, and how do we align with district meetings so there are no conflicts? <ul style="list-style-type: none"> ○ Dir. Estupin: We are trying to work on a districtwide calendar at the district level. If alignment with the district calendar is what the community is requesting, parents should let their school site committees know. Schedules and meetings are controlled by the schools. ○ Representative: I don't think people understand the importance of being present. We have to make sure that we are communicating with each other.
7:58pm	Questions, Public Comment	<ul style="list-style-type: none"> ● PAC Co-Chair: Can we collect questions to look at for the future meetings? <ul style="list-style-type: none"> ○ Dir. Estupin: Please email me the questions you have that were not addressed so these can be discussed at the next meeting. ● Representative: Why is the [LCAP Monitoring Tool] blank? <ul style="list-style-type: none"> ○ Dir. Estupin: The LCAP working document has blank sections, because it's a document for PAC to work with and to update together.

		<ul style="list-style-type: none">● Representative: Can we have the presentation from Sandy Park at a future meeting? It would be extremely helpful.<ul style="list-style-type: none">○ Dir. Estupin: Yes. We will ask her when she is available.
8:00pm	Closing	<ul style="list-style-type: none">● PAC Co-Chair: You can email the PAC co-chairs with questions in between meetings.● Dir. Estupin: Please see the agenda for links to documents and shared folders. <p>Next meeting: 1/12/2023</p> <p>8:03pm, meeting adjourned.</p>