



Parent Advisory Committee Meeting
2020-2021 School Year

Meeting Minutes

Thursday, December 17, 2020

Topic	Minutes
1. Call to Order/Introductions 2. Establish the Quorum/Approve Agenda 3. Approval of Minutes: 12/3/20 4. Public Comment	<p>PAC Meeting December 17, 2020 Meeting held virtually on Zoom platform due to Covid-19</p> <p>Attendees: <u>Reps:</u> Sandy Park, Carrie Frieson Meyers, Taliva Martin, Rachel Eisner, Erin Holland, Bridgett Bernhard, Yuri Nagano, Nina Goldman, James Na, Dvora Pitheau, Mimi Pulich, Denise Dafflon, Laura Rivas <u>Board Members:</u> Julie Sinai, Laura Babitt <u>BUSD Staff:</u> Michelle Sinclair, Ann Callegari, Thomas Reinhardt, Gloria Munoz-Hughes</p> <p>Meeting was called to order at 6:03pm Quorum was established</p> <p>Approval of minutes: Minutes Discussion: Request for clarification and notes to reflect that BUSD focus was determined at the start of the 2020 Vision initiative to be on targeted groups - Black/AA students. This note will be added to previous notes and is noted here.</p> <p>Meeting Notes Comments:</p> <ul style="list-style-type: none"> • Minutes use a lot of meeting time which does not feel useful. Have historically been given out late and spent a lot of time at the meeting discussing • Request to get them sooner • In the past, a couple of months of meetings would get compiled. • According to the Act we have to approve minutes. If minutes are not driving current month's discussion, it might be better to do them all at once. <p>Note - meeting minutes were given 72 hours in advance. It was agreed that a priority is to receive minutes more than 3 days in advance in order to have more time to review.</p> <p>Agreement that BUSD made a commitment to Black/AA and LatinX population.</p> <p>Facilitator suggested to not approve the minutes now - will bring back</p>

	<p>next meeting</p> <p>Public Comment - no public comment</p>
Advisory Data Slides	<p>Introduction</p> <p>Brief overview of first set of slides, 3-18</p> <p>Explained and used protocol for reviewing data</p> <p>*See notes below for data protocol discussion</p>
<p>Establish a Chairperson or Co-Chairs</p> <p>Next Steps</p>	<p>Next meeting - information on services and how we spend the supplemental fund in addition to other funding.</p> <p>Request for Chairperson or Co-chairs: Rep. Holland expressed interest in co-chairing. Rep. Bernhard motioned to elect Rep. Holland as co-chair Seconded by Rep. Na Rep. Holland was elected Unanimously</p> <p>Rep. Goldman nominated Sandy Park for a co-chair position Rep. Pulich seconded the motion Rep. Park had a question about the bylaws and terms - we need to clarify if the term is one or two years - Facilitator will look into it and confirm. If allowed, Rep. Park agrees to co-chair Rep. Goldman motioned to elect Rep. Park for co-chair Rep. Frieson Meyers seconded the motion Rep. Park was elected Unanimously</p> <p>Co-chairs: Erin Holland and Sandy Park</p>
Adjourn Meeting	<p>Verification was made that data can be shared with site councils</p> <p>Meeting adjourned at 7:31pm.</p> <p>There was a request to stay on Zoom to have further discussion.</p> <p>Discussion took place - no notes</p>

Notes From Demographics Slides	
Describe	Interpret
Rep. Goldman - Slide 8 - 1,673 out of 2,601 target students - 64% are African American (AA), Latinx (LX); 65% of SED are AA, LX; 64% of EL students are AA, LX; 82% of Homeless students are AA,LX; 66% for Foster Youth	Race plays a role in the well being of students in our system and we need to acknowledge that
Rep. Pulich - Slide 7: Number of EL students 632, later on slide 11: number of years a student has an EL designation - if you add up the	In terms of our budget, I would be surprised if BHS's EL resources from LCAP budget are 5% of what we spend on EL. Most striking about EL designation at BHS is the

<p>number of students at Berkeley high ~153, at BHS we have 25% of our EL students.</p>	<p>number of students who have had the EL designation for 6 or more years which represents two-thirds of total students at BHS. Supports previous statements that our EL students go on to high school and we are not seeing outcomes that are encouraging as a result of our programs at the high school level.</p>
<p>Pattern that numbers are really high in middle vs. elementary across the board. LF was the highest one in middle school.</p>	<p>How do the numbers decrease over time? By the time all of the students get to Berkeley High, the numbers are still high. I wonder how we improve the services? Are the services even being improved by the time they get to high school?</p>
<p>Alt. Rep Dafflon - Striking LF compared to other schools. Tricky thing with data- we see numbers and then percentages. LF is definitely the school that really needs to be focused on in terms of resource. We see the same pattern with elementary school - a few schools seem to have higher numbers and higher percentages of kids who are under unduplicated.</p> <p>Slides for ELs - SM has high reclassification rates - D needs to monitor for 4 years - there are still SED disadvantages - may be good to identify reclass.</p>	<p>How does BUSD allocate this funding to count for those to measure within a school - the percentages and the numbers?</p>
<p>Rep Pitheau - Slide 5 - Unduplicated count by school That is striking that LF has such a higher number compared to their overall number.</p>	<p>Wondering about the enrollment at each school and where the percentage of unduplicated students fall out. Like if it's a pretty even across the district, or if some schools have a higher percentage of unduplicated. We just see numbers but not tied to overall enrollment at each school</p>
<p>Comment made that some of these slides show numbers, not percentage. Because our schools have different sized populations, the overall number of students should be taken into account.</p> <p>Comment added: Students are assigned to school by zip code so LF only gets by average about 75 students at the start of the school year. So something we can think about in terms of program and if something is effective at middle schools are other numbers, if we are trying to even out the numbers maybe we can change the distribution of EL Learners and SED students that are assigned to the school. That would have to come through policy change - it has to do with school assignment, that makes up the demographics of the school. LF is a feeder school for a lot of transfer and last minutes students so that's another reason why the numbers are high there also.</p> <p>Comment added on reclassified slide: SM is taking good care of their students. They put in a lot of resources. Once a student is reclassified they still have to be monitored for 4 years and there is no clear process. The slide shows that there are 53% of ELs who are SED, which means that once those kids, once reclassified, are still SED. This is important to mention, it would be interesting to show a slide with reclassified students showing overlap.</p>	
<p>Rep. Nagano- Race does play a factor Last year's data is consistent with this data. Math - as kids grow older they need more help with math.</p>	<p>Wondering what person who compiled the data, how the pandemic has played a part in this. Can we get data on this since it will be carrying into the future?</p>

<p>Rep. Martin - Slide 13 - similar to what was said, how will the current situation impact SED - how are we going to see this reflected? What resources can the school district can provide some of that impact?</p>	<p>slide 5 - MX, TO, and SM - Wondering about the schools that have the higher numbers of ELs and SED, what are their similarities, what are their differences, what are their challenges, what are their successes? If they can share to see what is working and what is not working.</p>
<p>Rep. Na - slide 8: why are we not considering 504s - not sped 504s? This could help us to see who is possibly at risk and how we can start moving our resources.</p>	<p>We could also see how our schools are utilizing BACR (counseling) for mental health support.</p>
<p>Rep. Frieson Meyers - Because Sylvia Mendez has a bilingual ed program, not surprised that have so many RFEP (reclassified) students. Can we build on what they are doing right - is that possible given their special bilingual focus?</p>	
<p>Board Member Babitt - slide 8 - 25% of ELs are also in special education (SpEd) is concerning. The fact that there are 93 students that are triple identified but only counted once (SED, EL, and SpEd).</p> <p>Math data - there's a huge spike in 5th grade kids who need urgent intervention - what's going on there? 4th starts to increase, big in 5th, and then again in 7th and 8th.</p>	<p>How can this committee think of ways to support those particular students. There's a small number but those students are facing so many things. Something like a case manager type system. Because students are spread out across sites, I'm curious to see where those students are. It's hard to bring all the pieces together for students who are ELs and in SpEd - and add the SED layer.</p>
<p>Academic Indicators Slides</p>	
<p>Explanation of what STAR Assessment is - Given to students K-8th - Early literacy, reading and math Comment: Request was made to have a district person to present slides and findings. PAC would then have a chance to respond to that - question it. Comment: Helpful to have a quick orientation on how to read the data. It's hard to know how it's laid out. BRE Rep Reinhardt explained some of the layout. Comment: Prefer that we continue as we are doing and make our own interpretations. Explanation: IFEP - initial English Fluent is designated when a student is new to district and tests English proficient; RFEP - Redesignated Fluent from an English learning to English proficient Comment: Home language survey - it is hard to understand, and accurate information may not be captured. Current guidelines are different and BUSD may not be getting clear information. How can HLS be improved?</p>	
<p>Rep. Pulich - Slide 30, 31 - SED STAR math and middle school GPAs. STAR data for middle shows one picture. For the gpa data everyone is really close, whereas if you look at the STAR data it looks as if 50% are on watch or at some lower level. For BHS, all you're seeing is GPAs.</p>	<p>This committee really pushed to have STAR data. The absence of having anything other than GPA at BHS doesn't really tell us much - grades are subjective, aren't a great objective measure.</p> <p>Observation: Would like to see how we are spending our money. Would like to see how our programs are reaching targeted students. How are we assessing out success with our programs rather than looking at data that is revealing that is not encouraging, we should look at how we are spending our money.</p>
	<p>Rep. Nagano - with limited funding, is it effective? Agree, we need to see if our spending is working then we can see the results and make better decisions.</p>

Rep. Pitheau	STAR - new to the district, data does not inform instruction. The difference between the STAR data and the GPAs is striking. This fall data is not painting a real picture in any way shape of form.
Rep. Na	Supporting comment that during distance learning there are factors to consider with the validity of the test being taken at home