Berkeley PUBLIC SCHOOLS

Parent Advisory Committee Meeting
2022-2023 School Year

Meeting Minutes

Thursday, February 9th, 2023
Purpose of Meeting: Meeting with Superintendent Enikia Ford Morthel, discussion of the PAC LCAP tracker, and additional RTI updates.

Time	Topic	Minutes
6:37pm	Welcome and Introductions 1. Your name 2. Site you Represent	● Facilitator introduction. ● Introduction of 22-23 PAC representatives. ● Stated meeting objective and agenda for the night. Staff Members in attendance: ● Liza Estupin - Director, Categorical & Special Projects, BUSD ● Enikia Ford Morthel - Superintendent, BUSD ● Jill Hoogendyk - Associate Superintendent, BUSD Committee members in attendance: ● Andres B. - Emerson Rep. ● Evan C. - John Muir Rep. ● Reichi L. - Rosa Parks Rep. ● Taliva M. - Thousand Oaks Rep. ● Lindsay N. - Cragmont Rep. ● Humberto R. - Longfellow Rep. ● Dan S. - Sylvia Mendez Rep. ● Robyn S. - Ruth Acty Rep. ● Brit T. - BAM Rep. ● Nadiyah T. - Rosa Parks Rep.

6:37pm	PAC Meetings, Structure, Norms, Rules	[BUSD PAC Website](#) Went over the agenda for this meeting. Agenda was approved 6:38pm. Went over the minutes from the 1/12/23 meeting. Minutes were approved at 6:40pm.
6:40pm	Presentation, Superintendent Enikia Ford Morthel	- Background: New superintendent, first year at BUSD. - BUSD Mission Statement: Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. 4 E's: Excellence, Equity, Engagement and Enrichment - LCAP: Local Control Accountability Plan (LCAP) goals serve as a framework for improving the outcomes of all students, even with limited resources. - The LCAP ensures that all goals are communicating with one another, as well as allows public viewing of the data - Berkeley is doing OK, but we aren't doing enough. We have some predictions on which students aren't receiving the support they need. - Goals of the LCAP: - Goal 1: High quality classroom instruction and curriculum - Goal 2: Provide necessary and timely academic interventions - Goal 3: Ensure all school sites have safe, welcoming and inclusive climates - Goal 4: Use local and state measures to assess student progress. - Goal 5: Increase assess to school for Students Experiencing Homelessness by decreasing chronic absentee and suspension rates. - MLMP: The revision of the Multilingual Learner Master Plan Project was a primary goal this year. - We created a plan of how we would target and plan language learner success, called the Multilingual Learner Master Plan (MLMP), approved in December. - There are overlaps between the MLMP and the LCAP, but also some differences. - Goals of the MLMP: - Goal 1: Communicate the goals of the project with the Multilingual Master Plan Leadership Team…

			○ Goal 2: Build an advisory team composed of district and site administrators, teachers, staff, parents and community organizations to provide feedback and gather data… ○ Goal 3: Conduct capacity building professional learning sessions to support the development of the Multilingual Learner Master Plan… ○ Goal 4: Facilitate the development of an updated equity driven Multilingual Master Plan… ○ Goal 5: Implement a parent and family leadership program to co-empower parents and families… ● CCEIS: The mission of CCEIS is to transform the conditions in BUSD contributing to the significant disproportionality of representation of Black/African American students in special education. 　○ Not just about academic outcomes. ● AASF: The African American Success Framework is an intervention-tiered support system that is initiated when students are not meeting districtwide thresholds. 　○ The AASF is a "meantime plan" which lays out how to provide specific support to African American students. ● Shared Mission: There are high-level trends within all of these plans. 　○ To strengthen Tier 1 and Tier 2 supports and monitor their progress. 　○ Focus support on intervention on identified student populations. 　○ Ask for cross-collaboration between departments and ensure teachers have plans to do what they need to do. 　○ Find regular interactions with data. ● A concentric circle: Our current mission is to ensure that our efforts are centered and positively impact the classroom. 　○ With all of these plans in place, BUSD requires organizational clarity, to see what we plan to achieve, who is responsible for what, and how best to measure our goals and utilize our resources. 　○ Organizational clarity includes identifying populations, providing infrastructure, and implementing plans. ● Current Work, Implementation:

		○ Building a data center or data ecosystem to centralize data, so it is easier to access, and appropriate, and up to date.
		    ■ Data being brought together is inside the service Educlimber.
		    ■ The data helps us ensure we're using the same assessments.
		○ We also need to ensure the data is incorporated into plans: CCEIS and MTSS.
		○ Strong focus on K-8 literacy, to ensure the focus and literacy/literacy instruction, as well as ensure common Professional Development.
		○ Create a multi-tiered support structure for Response to Intervention (RTI)
		● What's now and what's next for these plans?
		○ We need to ensure all classrooms have the proper materials.
		○ In some instances, get better assessments.
		○ Data culture: See how we can obtain data that's helpful.
		○ We need to do a better job at providing progress reports to families.

7:05pm	Questions, Public Comment	● Representative: I appreciate stepping back and looking into creating infrastructure. For sustainable outcomes, this is really necessary. ● Representative: As a parent and an SSC member, we are very site-focused. When can we start seeing benchmarks? (Example: Response to Intervention) ○ Superintendent Ford Mothel: Are you asking about when sites will see actions from individual plans? Are you requesting a specific plan? ○ Representative: Specifically, multi-tiered support across sites, i.e. Response to Intervention. ○ Asso. Super. Hoogendyk: On the question of where we can see more, right now, we're trying to organize and articulate the MTSS framework. ○ Asso. Super. Hoogendyk: We're currently inventorying the current interventions, and realize they aren't consistent across sites. ○ Asso. Super. Hoogendyk: This year, we plan to launch the data dashboard to see student data in real-time, which will help out teachers. ○ Representative: I'm hearing the need for the support more than ever. My school site says we need it now.

- ○ Superintendent Ford Mothel: We're moving to a place where all the intervention is visible and entered. Teachers may not see it immediately, but it will reduce teacher overwhelm.
  - ○ Superintendent Ford Mothel: Hopefully, teachers will be able to show parents what their student is struggling with and resources are available.
- Representative: Parents are concerned with "death by plan". Can you measure success with these plans? Example: Longfellow added another period for additional support. After year 3, we're unsure if it has worked or if it will continue.
  - ○ Superintendent Ford Mothel: With organizational clarity, when we hope to have a reasonable outcome, and how do we hold ourselves accountable?
  - ○ Superintendent Ford Mothel: I understand initiative fatigue. We need to name metrics early on. When it is not working, we should decide: adapt, adopt or abandon.
- Representative: The MLMP was very important to Sylvia Mendez. Request: We've been discussing improvements or capacity to TWI, and providing a pathway from Elementary to High School.
  - ○ Superintendent Ford Mothel: Yes, we're thinking of plans for Two Way Immersion support.
- Representative: With the district push for MTSS, is there district funding that will come to the school site, or will roles (math, literacy, RTI coaches) be funded by the district?
  - ○ Superintendent Ford Mothel: We're still trying to understand the need, a lot of sites do have math, literacy or intervention coaches. We're still in the inquiry phase.
  - ○ Superintendent Ford Mothel: In terms of intervention, we do have a lot of intervention going on, we just want to ensure the quality of the intervention is stronger.
- PAC Co-Chair: This echoes PAC's concerns: there's not a lot of cohesion and accountability.

- Representative: We had a presentation with the Director of BREA. Is BREA planned to be expanded? What's the capacity for data analysis.

		○ Superintendent Ford Mothel: Not sure about BREA growth. We hope the data dashboard reduces the requests on the BREA team and frees up additional time to the research aspect. ○ Superintendent Ford Mothel: We have launched Educlimber, and we're going to continue to provide training to staff on how to use it. ○ PAC Co-Chair: Is the next stage how to train and allow teachers to use their data? BREA doesn't have a budget for training time.
7:37pm	Time Check, PAC Agenda Vote	*PAC vote to extend meeting or cancel site check-ins with regards to RTI on the agenda. PAC vote to remove the RTI check-in from the agenda 7:38pm.*
7:38pm	LCAP Working Groups	● PAC Co-Chair: PAC virtual working groups, every other week, not PAC meetings, facilitated by PAC Co-chairs and PAC members, approximately 1 hour on Zoom. ● PAC Co-Chair: These meetings are to assist PAC with organizing and breaking down LCAP items, as it's impossible for PAC to look at everything. ○ Mondays: Intervention ○ Tuesdays: High Quality Tier 1 Instruction ○ Wednesdays: Family Engagement ● Representative: Can you explain what you mean by "write up"? What are we providing? ○ PAC Co-Chair: At the end of every year, PAC provides a statement about the LCAP. The superintendent is required to respond. This is PAC's chance to get answers. ● Representative: One concern, we're a little short on members. Can we get help with getting people involved? ● Representative: Do we choose one group to work with? ○ PAC Co-Chair: Yes, only one, since this is a 5 hour commitment. ○ Dir. Estupin: This is a really common and tested method for PAC to discuss specific LCAP action items. ● Representative: Are meetings at noon, 7:30, or both?

| | | ○ PAC Co-Chair: Meetings would alternate every two weeks in order to try and ensure people can attend. ○ PAC Co-Chair: The only people who are volunteering to be there all 5 meetings would be the facilitators. Tentative Schedule of Meetings: ○ Session 1: What do we need ○ Session 2: Information presented ○ Session 3: Answer framework questions ○ Session 4: Report back, ask questions ○ Session 5: Feedback PAC Co-Chair: Ideally there's a list of concerns that are already identified from a school site or a parent. Representative: If we're interested in more than one, should we work with balance in mind [or by preference]? ○ PAC Co-Chair: Please go to whichever one you are comfortable with, interested in or available. PAC Co-Chair: Can we go through each meeting to take a quick head count/vote on time? ○ Representative: Does PAC have a preference for the Intervention meeting? ■ *Representatives prefer 7:30pm.* ○ PAC Co-Chair: Does PAC have a preference for the Family Engagement meeting? ■ *Representatives prefer 7:30pm.* ○ PAC Co-Chair: Does PAC have a preference for the High Quality Tier 1 Instruction meeting? ■ *Representatives prefer 12:00pm.* Dir. Estupin: Please record the meetings for notes for facilitator purposes. These will not be shared or public. |
| 7:56pm | Update, In-Person Meetings | PAC Co-Chair: In the October/November meeting, there was some discussion over in-person meetings. How do people feel now? |

		- Dir. Estupin: ACOE says PAC falls under the Green Act, which means PAC can remain virtual without restriction. - Dir. Estupin: Some representatives joined committees thinking they would be entirely virtual, and a shift to in-person would be difficult. - Dir. Estupin: School sites say virtual meetings have more attendance, other committees prefer virtual due to home life. - PAC Co-Chair: Is there a potential for hybrid meetings (meetings both in-person and virtual)? - Dir. Estupin: We have access issues: we don't have technology personnel to be available at every single meeting, and physical activities segregate virtual attendees. - PAC Co-Chair: If we provide the technical aspect, is it not allowed? - Dir. Estupin: The district is looking at accessibility and consistency. We need a common guidance for equity for all committees. - Dir. Estupin: We also have the issue that if committee members who are very vocal can't attend, we sometimes can't meet quorum, and we can't vote. - Dir. Estupin: We're just being transparent about what information we're receiving from the county. - PAC Co-Chair: I think we should table the conversation for now. - Representative: I think the best course of action is to decide in May for next year. - Dir. Estupin: We're trying to ensure that all voices are heard. - Representative: Another thing we have to take into consideration: The district may decide one way or another for all meetings to make it equitable. - Dir. Estupin: This is true, if this happens, we want to ensure PAC is heard.
8:02pm	Closing	- To avoid confusion: If communication does not come from Liza/Michael it is not an official PAC communication. - Just to clarify: District staff will not be in attendance to the PAC working groups. Next meeting: 3/9/2023 8:05pm, meeting adjourned.