



Parent Advisory Committee Meeting
2022-2023 School Year

Meeting Minutes

Thursday, March 23, 2023

Purpose of Meeting: Meeting to discuss updates from PAC working groups, LCAP survey results, and ELO-P updates for Summer Enrichment programs.

Time	Topic	Minutes
6:39pm	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">• Evan C. - John Muir Rep.• Mahogany G. - BHS Rep.• Monica J. - Malcolm X Rep.• Brit-Toven L. - BAM Rep.• Reichi L. - Rosa Parks Rep.• Taliva M. - Thousand Oaks, PAC Co-Chair• Lindsay N. - Cragmont, PAC Co-Chair• Emma S. - Thousand Oaks Rep.• Natasha S. - Washington Rep.• Robyn S. - Ruth Acty Rep.

		<p>Guests in attendance:</p> <ul style="list-style-type: none"> • Laura Babbitt, BUSD Board Member
6:41pm	PAC Meetings, Structure, Norms, Rules	<p>BUSD PAC Website</p> <p><i>Voting to approve the agenda and minutes was put on hold until more PAC members arrived as quorum had not been reached yet.</i></p>
6:41pm	Update, Family Engagement and Equity Working Group	<ul style="list-style-type: none"> • Largest items for the Family Engagement and Retention Budget: <ul style="list-style-type: none"> ○ OFEE: OFEE is a large LCAP priority this year. ○ Recruitment: There was a large amount of intentional presence of teachers at hiring fairs, and additional information earlier in the year. ○ Some of the information is not as accessible as it should be. • Retention: BUSD tends to lose teachers to OUSD due to diversity, and pay/benefit disparities. <ul style="list-style-type: none"> ○ A need was discovered for IAs (Instructional Aides) to support in the pipeline. Appx. 35-50K salary per year. Not a lot of incentive to hire. ○ There's a pathway for classified Berkeley staff to become credentialed teachers should be continued, but needs additional support and incentives. ○ There is a \$750 stipend for teachers of color, paid by the union. There's a lot of activity at Berkeley High. • African American Success Framework (AASF): A good, necessary framework. <ul style="list-style-type: none"> ○ There's an acknowledgement about the consultant, but there's a lot of voluntary work being asked of teachers of color with involvement in the AASF. ○ The AASF needs longevity, largest concern being funding. ○ There are concerns that BFT is not connecting with or advocating for teachers of color.
6:49pm	Agenda and Minutes, Revisited	<p>Went over the agenda for this meeting. Agenda was approved at 6:49pm.</p> <p>Went over the minutes from the 3/9/23 meeting. Minutes were approved at 6:50pm.</p>
6:51pm	Update, High Quality Instruction Working Group	<ul style="list-style-type: none"> • Largest concern: Academic achievement to high quality achievement to unduplicated students (economically disadvantaged, english learner, and foster youth). <ul style="list-style-type: none"> ○ We need to ensure there is a person who is responsible for goals being met. There's no clear chain of accountability when there are issues.

		<ul style="list-style-type: none"> ○ We believe that we need a strategy, because we need a pathway to follow, especially when leadership changes. ○ We need to know if our goals are being achieved. How do we use our data more effectively? ○ How do we have a high quality education for students who come in from different backgrounds (TWI, EL, RTI, etc.) ○ How do we make sure that Professional Development is both impactful, applicable, and available for classroom instruction? ● Families need to be included in the academic instruction, and need to be provided with updates that are easy to understand. Prioritized populations don't receive benefits of the communication.
6:57pm	LCAP Survey Results	<ul style="list-style-type: none"> ● In previous years, we facilitated 4 surveys for each LCAP goal. This created survey fatigue and we created a single survey for the 22-23 LCAP. ● Some results: <ul style="list-style-type: none"> ○ Students: Feel physically safe and are able to connect with others, but don't feel emotionally safe or connected to school. ○ Parents/Caregivers: Feel that they are connected to school, but feel like bullying is an issue at schools. ○ Teachers: Feel that parents and students are connected to schools and have opportunities, but don't believe schools are diverse and inclusive. ○ Staff: Feel that schools are safe and inclusive, but do not agree that professional learning, programs for families, and opportunities to connect are built.
7:07pm	Questions, Public Comment	<ul style="list-style-type: none"> ● Representative: How do you do the LCAP survey? <ul style="list-style-type: none"> ○ Dir. Estupin: We do it in the fall, legally required in order to go through the data to inform the next years' LCAP. ○ Representative: Do any school sites add in parents in the process? ● Representative: I was disappointed in the outcome for Black History Month at our school, I didn't see that as a part of the inclusiveness.

- Representative: Are there only 18 teachers who responded? What's the breakdown between elementary, middle and high school students?
 - Dir. Estupin: The primary data we're looking at is the percentage of "Agree" or "Strongly Agree".
 - Dir. Estupin: I don't believe the survey asked students to input grade level.
 - Dir. Estupin: We sent the survey to students in grades 6-12, through their BUSD email addresses, students were given time to answer during school.
- Representative: The number of responses seems small if we're talking about the entire school district.
 - Dir. Estupin: We sent it out multiple times, email, and staff bulletins, however, we did not get a lot of responses.
- Representative: For the staff responses: what grades do they support?
 - Dir. Estupin: I don't think we collected that data, but it is a very small sample. We could ask about doing this survey in staff meetings.
- Representative: Were there any surprises in the data?
 - Dir. Estupin: I feel like there are improvements in the overall number.
 - Dir. Estupin: We can improve, but there are definite opportunities for improvement.
- Representative: I didn't get the survey. I think there needs to be a reward for participation due to the importance. I'm concerned the people who respond are only the ones who understand why the survey is being used. How do we get this out to more people?
 - Dir. Estupin: We sent out the survey using email because it is the best way we are able to send it out to all parents.
 - Co-Chair Lindsay: I love the incentive idea, it could be simple and inexpensive. Other school districts do this.
 - Co-Chair Lindsay: When sending surveys, I think trust needs to be built.
 - Co-Chair Taliva: I don't think parents see the value in the survey. I think a lot of people get discouraged when they don't see change from their effort, or initiatives that affect them directly.
 - Co-Chair Lindsay: Could this be tied into SSC climate surveys or could it be sent by each individual principal?

		<ul style="list-style-type: none"> ● Representative: Who receives the LCAP survey? <ul style="list-style-type: none"> ○ Dir. Estupin: We send mostly through Infinite Campus. That is one of the best ways to obtain all of the data. ● Representative: What languages were the survey provided in? <ul style="list-style-type: none"> ○ Dir. Estupin: The survey was supplied in English and Spanish. ○ Representative: I think ● Representative: Was this sent to only parents of 6-12 students? <ul style="list-style-type: none"> ○ Dir. Estupin: The survey was sent to all parents. ○ Co-Chair Lindsay: It may have gone into spam folders.
7:26pm	ELO-P Presentation	<ul style="list-style-type: none"> ● ELO-P is new funding, based on unduplicated students. ● The funding is for TK-6 students, to create programming to elongate the school day up to 9 hours. ● We must offer this programming to our unduplicated students, if spots are available, we can have other students join at a sliding cost. ● ELO-P was listed as a priority from our parents, so we're braiding BEARS/LEARNS, academic summer school, and the ELO-P programs. ● We asked questions about what types of programming you would like to see in the ELO-P program and have included it. <ul style="list-style-type: none"> ○ If you have more suggestions, please let us know. ● The programming will continue after summer school and into the fall normal school programming day.
7:28pm	Questions, Public Comment	<ul style="list-style-type: none"> ● Representative: Is there anything for students for disabilities? <ul style="list-style-type: none"> ○ Dir. Estupin: If they are TK-6, they can allow them to join. If they have an IEP, we are working to secure their aid. ○ Dir. Estupin: We are talking to SPED program managers and sites to see the needs to be mirrored in the afterschool program. ● Representative: Trauma appears to happen during the summer for unduplicated students. What services are being offered? <ul style="list-style-type: none"> ○ Dir. Estupin: We are highlighting social-emotional learning support in the summer programming. I don't have more information at the moment.

		<ul style="list-style-type: none"> ● Representative: How is ELO-P usage calculated? Can it be used at home for at-home, individual support? <ul style="list-style-type: none"> ○ Dir. Estupin: ELO-P is for extending the school day at school sites. ○ Representative: I have a lot of need/support at home, because my student isn't involved with homework at home. ○ Dir. Estupin: ELO-P is for additional programming support. It is often used academically, but we have received feedback to use ELO-P for support in arts, sports and other activities. Summer programming is an allowable use to elongate the day. ● Co-Chair Lindsay: If you have ideas about ELO-P, please put them in the chat. ● Representative: What is Summer School? <ul style="list-style-type: none"> ○ Dir. Estupin: If you believe your child needs academic support, please request summer school. ELO-P is prioritized for unduplicated students, but will be available to other students.
7:40pm	SPSAs and Site Planning	<ul style="list-style-type: none"> ● SPSA: School Plan for Student Achievement ● PAC Co-Chair Lindsay: The PAC doesn't just serve to help with the LCAP, but we also serve as the LCAP communication pathway between site councils. <ul style="list-style-type: none"> ○ PAC Co-Chair Lindsay: PAC members should connect with their SSC, and provide optional frameworks to rebuild the SPSA to reflect LCAP goals. ○ PAC Co-Chair Lindsay: If you're a part of a Vision school, to see what actions to add in to your site plan. ○ PAC Co-Chair Lindsay: We want everything to be measurable this year, and use measurements readily available (ie DIBELS and STAR) ○ Dir. Estupin: This year, the SPSA is a larger ask because the school site should reflect LCAP goals. ○ Dir. Estupin: We need your help to infuse the SPSA's with your school site needs. ● Dir. Estupin: The SPSA's need to be ready to be brought to the board for approval May 17th. ● PAC Co-Chair Lindsay: For example: when we refer kids to intervention services: These should be goal driven and measured 6-8 weeks, and the results need to be

		<p>communicated to parents. We need to ensure these goals are connected with our school sites.</p> <ul style="list-style-type: none"> ● Representative: Do you have suggestions for the process? How do I take this document to the principal to update the SPSA? The principal comes up with the plan. <ul style="list-style-type: none"> ○ PAC Co-Chair Lindsay: In years' past, that happens that way. This year, we need to make suggestions and strategies with small budgets and district objectives. ○ PAC Co-Chair Lindsay: There are varying amounts of knowledge with administrators. Keep it simple. ○ Dir. Estupin: As community members, you are charged with asking the questions. The plan must be built collaboratively with the parents in mind. ● Dir. Estupin: Doing this process helps us determine where sites action might be missing. ● Representative: Should the message to coordinate with LCAP goals come from the parents? <ul style="list-style-type: none"> ○ Dir. Estupin: The principals are aware, but we need to be active participants to be what you need at your school sites. ○ Co-Chair Taliva: We need to report out, we just need to be a link of support between the sites and the district when organizing the SPSA. ● Co-Chair Taliva: There's also not a lot of communication between sites. We can use each other to see how we are addressing different questions. ● Representative: We don't know what we need to do in order to influence change. Parents and the board should be a part of it, but each person should have influence. We need people to feel welcome and to know what difference they can make.
8:01pm	Closing	<ul style="list-style-type: none"> ● 4 PAC meetings left in the year. ● We need to look into the PAC bylaws, please make a comment about 1 thing that needs to change with the PAC bylaws. <p>Next meeting: 4/13/2023</p> <p>8:04pm, meeting adjourned.</p>