



Parent Advisory Committee Meeting
2022-2023 School Year

Meeting Minutes

Thursday, March 9, 2023

Purpose of Meeting: Meeting to discuss questions that arose from PAC working groups and ELO-P updates.

Time	Topic	Minutes
6:35pm	Welcome and Introductions <ol style="list-style-type: none"> 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. <p>Staff Members in attendance:</p> <ul style="list-style-type: none"> ● Liza Estupin - Director, Categorical & Special Projects, BUSD <p>Committee members in attendance:</p> <ul style="list-style-type: none"> ● Andres B. - Emerson Rep. ● Parul B. - Ruth Acty Rep. ● Denise D. - Sylvia Mendez Rep. ● Mandisa H. - King Rep. ● Brit-Toven L. - BAM Rep. ● Reichi L. - Rosa Parks Rep. ● Taliva M. - Thousand Oaks, PAC Co-Chair ● Lindsay N. - Cragmont, PAC Co-Chair ● Humberto R. - Longfellow Rep. ● Emma S. - Thousand Oaks Rep. ● Natasha S. - Washington Rep. ● Johanna T. - Oxford Rep. ● Nadiyah T. - Rosa Parks Rep.

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 2/9/23 meeting. Minutes were approved at 6:38pm.</p>
6:39pm	Working Group Report Out, Intervention	<ul style="list-style-type: none"> ● Representative: PAC meetings before were about adjusting LCAP and what PAC wants as parents and representatives of schools. ● Representative: When we're asking questions about LCAP, we have to ask how it ties into school sites and PAC. ● LCAP Goal 1: specifically about Bridge and AVID. <ul style="list-style-type: none"> ○ Representative: We need to look at what the metrics for Bridge and AVID are. We're unclear on the metrics and goals. ○ Representative: Do we add resources to Bridge and AVID? ● LCAP Goal 2: Academic Intervention <ul style="list-style-type: none"> ○ Representative: We need information about RTI and how we are able to clarify information for Parents. ● SBAC document: what do you notice and what's missing? <ul style="list-style-type: none"> ○ Representative: We noticed the information is daunting to decipher, and parents want to know what's happening at their schools, and transfer that information to their school sites. ○ Representative: How can we measure success? If we look at schools that are successful, how can we make budget recommendations for other schools?
7:45pm	Working Group Report Out, High Quality Instruction	<ul style="list-style-type: none"> ● Representative: What are the focal areas of High-Quality Instruction? How do you define high-quality instruction? ● Representative: Use our third party lens to ask questions: Do our metrics connect to our goals and actions? ● Representative: Are the actions identified under goal 1 helping us achieve the LCAP goal? ● MLMP, Math and Literacy are the main focus of PAC: how to approach these topics. <ul style="list-style-type: none"> ○ Representative: Guaranteeing a high quality educational experience is complicated, operationally and culturally. ○ Representative: There are some best practices identified by other organizations. We need to follow evidence-based practices.

		<ul style="list-style-type: none"> ○ Representative: Too many programs/actions, not enough people, for a district of our size. ○ Representative: We need action-oriented and curriculum-based PD for our staff. ○ Representative: How do we support those that have fallen behind while we build our supports? How do we support students in the interim while we build LCAP feedback? ● Representative: Rather than shallow dives, we need to tackle larger questions.
7:45pm	Working Group Report Out, Family Engagement	<ul style="list-style-type: none"> ● Representative: Looking into opportunities for family engagement ● Representative: How do we look at [Family Engagement] data and how it's measured? ● Representative: OFEE is connected to so many goals. <ul style="list-style-type: none"> ○ Representative: What metrics are being used to measure OFEE? We don't know which metrics go to which programs. ○ Representative: We know there was a time in which OFEE was being considered to be discontinued, but has high community support. ○ Representative: OFEE is very different per site. That may be good, because they may respond to cultural differences, but it makes it difficult to judge the effectiveness of the program. ● Representative: We also wanted to learn about teachers of color and recruitment and retention of teachers. <ul style="list-style-type: none"> ○ Representative: There was no concern that the work is being done, but we're unsure what is being done or how it's being done, parents don't seem to see it. <ul style="list-style-type: none"> ■ Representative: This is the first time I'm hearing about some of this work. ○ Representative: Superintendent feedback says that we need to be mindful of competing priorities: are there things that we can see that can connect to the larger goals that we are seeing. ○ Representative: We were able to see some historical comments, and were able to get some BPACT data.

		<ul style="list-style-type: none"> ○ Representative: We see a lot of efforts at recruitment to have classified employees to move them upwards, but we see low efforts in recruitment of new staff. ○ Representative: We're unsure how retention is being addressed. ● Representative: We are looking at ways to find support for classified staff seeking credentials. BPACT is not enough to cover tuition and we're unsure about the FTE used, if that's enough to support. ● Representative: We need to reach out to the Teacher of Color Network. ● Representative: We learned we need to be sensitive when asking for information: We're trying to advocate and support, not interrogate.
7:02pm	Questions, Public Comment	<ul style="list-style-type: none"> ● Dir. Estupin: Share-out is greatly beneficial. I hope we're being supportive enough with connecting you with the correct staff to answer questions. ● PAC Co-Chair: If we all have common questions and commonalities, we could ask them at the same time. If we have questions pertinent to specific working groups, we can address them in each group. <ul style="list-style-type: none"> ○ PAC Co-Chair: Can we invite specific people to PAC meetings for working groups? ○ Dir. Estupin: I know data is a difficult question to answer. We're learning as parents are learning it. ○ Dir. Estupin: Because SPSA's should match the LCAP goals, we can use SPSA's to empower the parents. Please have conversations at your school site. ○ Dir. Estupin: School Plan for Student Achievement (SPSA) should be updated and reviewed annually. <ul style="list-style-type: none"> ■ Representative: Our site refers to it as a "site plan". ● Representative: Can we translate the larger goals to "smaller goals"? Other institutions have smaller, reachable goals. <ul style="list-style-type: none"> ○ Dir. Estupin: The LCAP and site plans can't just be "out there". We have to link all actions back to the main goals mandated by the state. ○ PAC Co-Chair: We have lots of questions about data, not just the access but the usability to help make budgeting decisions.

- PAC Co-Chair: There are a lot of questions about differences between sites and what different sites need, we know that we don't need identical services to each site, we sometimes need equitable ones.
- Representative: We know there is data out there with the LCAP goals. Can we get the data in a digestible way against the LCAP goals to present it to committees to parents?
 - PAC Co-Chair: A lot of people in the meetings talked about how the actions aren't being measured. There are high-level views, but these are mostly snapshots.
 - Representative: How do we get simple, useful and summarized data for people with limited time?
 - PAC Co-Chair: We also found in our small working groups: Each program doesn't have the monitored goals. It's hard to know how it's matching with the LCAP.
 - PAC Co-Chair: Can we have a visual schematic to see how different actions overlap and link between and within goals?
 - PAC Co-Chair: I think it's hard to answer the question how the success of their program is being measured.
- Representative: Data presentations seem to be graphical, and I'm never sure what they mean. We need to know what these mean so parents have the information to move forward.
- Representative: Students and cohorts need to be correlated with data as they move within the system. Sampling would be extremely helpful.
 - Representative: This would be extremely helpful with AVID and Bridge. Can we see how students improve? Can we ask students about the programs?
- Dir. Estupin: With ELD/RtI pieces and gaps: There's a formula that the district has been using to determine FTE. We are having a lot of deep dives about how to see if it needs to be adjusted.
- Dir. Estupin: When we were in the process of updating the Multilingual Master Plan, we found a lot of things that needed improvement and systems that needed to be adjusted by parents and students.

		<ul style="list-style-type: none"> ○ Dir. Estupin: We also extended the LCAP survey to include Middle and High School students this year. ● Representative: We had a concern about one of the [actions], R.T. Fisher. With equity in mind, we wanted to see why we wouldn't continue to fund this if we are still trying to develop the framework. ● PAC Co-Chair: We're going to talk about this with Liza to see who we need to invite in related to all of this data.
7:28pm	PAC Comment, Questions, Overview	<ul style="list-style-type: none"> ● PAC Co-Chair: It's hard to see how items trickle down to the school sites. ● PAC Co-Chair: It's hard to understand and allocate budget items without data. ● PAC Co-Chair: We talked about a lot of comments about what is helping our prioritized students. ● PAC Co-Chair: We had concerns about standards and accountability with contractors. ● PAC Co-Chair: We were concerned to see evidence that some of the consultants for AASF and the LCAP were contested. <ul style="list-style-type: none"> ○ PAC Co-Chair: If we feel like these consultants are important to us, we need to say something. ● Representative: One of the concerns that we have with the SBAC, I am concerned that the consultants being used are being questioned. I'm concerned that the contractors developing the AASF were raising flags. <ul style="list-style-type: none"> ○ Representative: The AASF is one of the most amazing documents I've seen. It can be a landmark document for other districts. Has the concern continued into this year? ● Dir. Estupin: We bring in a consultant for the LCAP because my role is 0.1FTE dedicated to the LCAP, the additional work comes from the support of that consultant. <ul style="list-style-type: none"> ○ Dir. Estupin: A TSA used to do LCAP support, but that position was eliminated. ○ PAC Co-Chair: What's the consequence if the LCAP is done incorrectly? ○ Dir. Estupin: We aren't able to use the funding until an LCAP is approved. ● Representative: I think it's important to address: There needs to be a level of accountability for the consultants. Are they here to help? How do we measure their progress? Do they have progress reports?

		<ul style="list-style-type: none"> ○ Representative: I think it's good to have consultants assist us with work. But I agree: I see consultants come in, but I'm unsure if they are able to accomplish the work they set out to do. ○ Dir. Estupin: From the contractors we use: Some of the contractors we use for equity-based resources. There are check-ins to ensure they are doing the work that they set out to do. ○ PAC Co-Chair: If the district does not allocate adequate time, then we need consultants. But we need to make sure they are actually making product; and we need some report out structure that they are meeting expectations. ○ Representative: I agree with the need for oversight and transparency. We need to look internally and institutionally to support the goals we set forward. I'm not opposed to shifting the funding internally, but there appear to be systems set up to fail. ● Representative: Because our site is very special and diverse, some students come to us with no Spanish at all. We have a large Afro-Latino population. We need a special lens so the programs can serve all students. ● Representative: Are we at the point where we can use the funds being used for consultants and start being used at the sites directly? I don't think the district should be using the funding if they can go to the sites. ● Representative: For the AASF/Robyn Fisher Plan: They have come up with a plan with very specific action points. Now our job is to ensure the plan is implemented. I'm not making a comment on the usage of consultants at large. ● Representative: Hold your school sites accountable, talk to your principals, look at your SPSA. How are the funds being spent and how do we hold everyone accountable? <ul style="list-style-type: none"> ○ PAC Co-Chair: If you need some help with SPSAs, please talk to me.
7:52pm	ELO-P Funding, Update	<ul style="list-style-type: none"> ● The attachment for the slide deck for ELO-P, was approved last night 3-9-23. <ul style="list-style-type: none"> ○ We have received funding, and we have to extend the day to 9 hours. ○ We need to provide 5 hours extra: Free and Reduced Lunch, Low Income, and Students experiencing homelessness.

		<ul style="list-style-type: none"> ○ The funding is primarily for TK-6, this is directly provided by the federal government. ○ We also want to use this for enrichment: sports, field trips and academics. ○ The template is very loose. We can use the money however you choose. ○ We're offering the program, it's not required.
7:58pm	Closing	<ul style="list-style-type: none"> ● PAC switches to 2 meetings per month until May. ● We have an opportunity for a 5 minute comment as a group: If someone has a comment to make in the PAC comment, we have to vote on all of it as a group. ● PAC Working groups continue. <p>Next meeting: 3/23/2023</p> <p>8:00pm, meeting adjourned.</p>