

# 2023 Berkeley Unified School District (BUSD) Parent Advisory Committee (PAC) Comments on the Annual Local Control and Accountability Plan (LCAP)

May 25, 2023

## 2022-23 PAC Members (alphabetical by last name):

Andres B., Emerson

Parul B., Ruth Acty

Evan C., John Muir

Corrina C., BHS

Denise D., Sylvia Mendez

Mahogany G., BHS

Monica J., Malcolm X

Reichi L., Rosa Parks

Mandisa L., King

Ciara L., Willard

Chiara L., King

Taliva M., Thousand Oaks,

PAC co-chair

Lindsay N., Cragmont,

PAC co-chair

Humberto R., Longfellow

Natasha S., Washington

Robyn S., Ruth Acty

Dan S., Sylvia Mendez

Emma S., Thousand Oaks

Nadiyah T., Rosa Parks

Johanna T., Oxford

Brit T., BAM

## **Contents:**

[Introduction](#)

[Executive Summary](#)

[Goal 1](#)

[Identify what information BUSD is collecting and how it specifically relates to measuring the impact of each action/program.](#)

[Clarify what strategies BUSD will use in response to the possible outcomes of data analysis  
BUSD should have sufficient allocation of expert staff to execute on data-informed strategies.](#)

[BUSD should hire an expert Director of Curriculum](#)

[Build staff capacity to improve service for students of color](#)

[Implement the Multilingual Master Plan \(MLMP\) with fidelity.](#)

[Filter the needs of the Two-Way Immersion \(TWI\) program at a system level](#)

[Goal 2](#)

[Fiscal resources should be allocated based on student need.](#)

[Allocate funding to school sites to help close gaps – eliminate barriers to student success.](#)

[Continue to provide math support classes for all schools, not just schools “with the highest number of unduplicated students.”](#)

[Mental health services, including counseling must be a required and continued resource made available to all schools.](#)

[Publish a strategic plan incorporating MTSS to affect better college readiness, barrier elimination, and math support](#)

[Goal 3](#)

[Increase the visibility of the work of staff in the Office of Family Engagement and Equity](#)

[Realize the goal of a fully funded and structured OFEE department](#)

[Match LCAP metrics and goals with OFEE strategy](#)

[Increased connection between parents, the school and learning](#)

[Clarify existing support needs for recruitment of Teachers of Color \(TOC\) beyond Classified Outreach Program in the LCAP](#)

[Improve visibility of TOC at hiring fairs and support an intentional pipeline from community colleges/residencies](#)

[Increase funding and support for classified staff seeking credential \(BPACT-Berkeley Pathway to Achieving Credentialed Teachers\)](#)

[Focus on retention methods not just recruitment methods](#)

[Teacher and Leader of Color Network LCAP Action needs clarification](#)

[Conclusion](#)

# Introduction

The District is currently in the second academic year of a Local Control and Accountability Plan (LCAP) that covers three academic years. The LCAP is used by the District to set goals for student outcomes and develop action steps to achieve those goals.

The Parent Advisory Committee (PAC) is charged with:

- Monitoring the implementation of the LCAP
- Understanding the impact of actions and services, and
- Expressing its opinion on whether Berkeley Unified School District (BUSD) has improved or expanded services for Unduplicated Students — Socio-Economically Disadvantaged (SED), English Learners (ELs), and Foster/Unhoused Youth — also known as the Minimum Proportionality Percentage (MPP).

The Parent Advisory Committee (PAC) members are mostly parent volunteers and are not experts. Although we made valiant efforts to fulfill our charge, we have not been able to. For the past two years, the PAC has documented concerns that have remained unaddressed.

In [2021](#), the PAC wrote: *“[We are] constrained by having much less program information and data than was provided in past years. PAC members received the first draft of the new 3-year LCAP the day before the May 20, 2021 PAC meeting. Prior to that time, the PAC received no indication of what would be included in the new plan.”*

In [2022](#), the PAC wrote: *“The PAC is unable to answer basic questions about the LCAP as a roadmap for our schools. We have not received information that would allow us to do our job as a parent advisory committee. We must be given efficacy data tied to each program, as well information on whether money was spent as planned annually. This hasn’t happened.”*

Although Board Policy 0460 clearly lays out an array of responsibilities held by the district to help our committee fulfill its role, most of the requirements have not been met. In the past, a 0.8 FTE Teacher on Special Assignment was responsible for the LCAP. Now, we understand that the LCAP is the sole responsibility of 0.1 FTE of a Director and a limited-time consultant. These 5 hours weekly are not adequate to help co-chairs plan agendas, attend meetings, arrange PAC guests, maintain records, and field questions and concerns between meetings. We appreciate the support we have been given by the Director of Special Programs and Categorical Services, who has provided significantly more than 5 hours a week to PAC alone, but are negatively affected by the underallocation of time dedicated to creating quarterly LCAP reports, web-maintenance and record keeping (previous year’s PAC comments have been lost), progress monitoring, and creating a timely LCAP draft. Our committee requests for updates on actions, programs, and the Minimum Proportionality Percentage (MPP) often go unanswered because of this underallocation of time. The fact remains, without information, we cannot assess the implementation of the LCAP. Next year, we anticipate the time constraints to increase with the development of a new 3-year plan.

The PAC bylaws require comment on the MPP (Minimum Proportionality Percentage) which is the measure that reflects whether the district has increased or improved services for its prioritized student population by at least the proportion of supplemental and concentration funds received. Unfortunately, the exact percentage will not be calculated until June this year (last year’s percentage was 5.9%), which is past the deadline for this report, however it is clear given increases in FTE for English Learner

support, increased FTE in the OFEE department, and expanded actions targeting goal 5 that BUSD has fulfilled this requirement.

We received an LCAP progress update on April 27, 2023 and reviewed a draft of the LCAP May 11, 2023. The comments contained within this document are the result of weeks of self-driven investigation and inquiry by three subcommittees, who, over 10+ weeks, worked to build a coherent list of recommendations, suggested actions, and questions/comments. We have updated the draft comments, submitted May 2, with additional feedback based on PAC discussion after the receipt of the above updates.

# Executive Summary

The BUSD LCAP is ambitious but large and unwieldy compared to those of other nearby districts. Because next year is the start of a new cycle, we recommend taking the time to ‘go back to basics’, audit current program efficacy and impact, and streamline our actions to directly improve the ability to reach our goals and measure them precisely.

We see the expanded potential to reach our LCAP goals in these:

## **Bright spots**

### **Move toward a data-informed culture**

The launch of eduCLIMBER is a significant step toward using a single system to collect and maintain data. We support the continued investment and improvement of this system and the BREA department — especially as it pertains to informing instructional improvements.

### **Focus on organizational clarity**

The PAC appreciates the focus on building a sustainable infrastructure that reduces the strain on educators, increasing efficiency and efficacy, as well as ensuring that the four Es (Excellence, Equity, Engagement, Enrichment) are found everywhere in all Berkeley schools.

### **Expansion of Office of Equity, Achievement and Belonging**

The creation of a District office of family engagement and equity serves as an anchor for the OFEE department and the school sites. The supervisor role was recently filled and is essential to providing support to the individual site staff, creating a cohesive structure across sites along with metrics to gauge the effectiveness of the interventions.

We see that some work still needs to be done in these:

## **Areas of improvement**

### **Shift measurement to data that is specific to the program/action**

For many years, the PAC has been concerned that the measurements we use to determine progress toward LCAP goals are not related to the actions measured. There is no way to determine if most programs are working or not. When disappointing data trends are released, we do not adjust our actions accordingly. When new actions are added, they often do not come with an evaluation procedure. This must change in the next 3 year cycle.

### **Create a fully funded, coherent, strategic plan**

Our district is in urgent need of a strategy to meet student needs in a coherent, intentional, and streamlined way. The current process of adding on plans and resolutions while taking nothing away saturates our classrooms with too many things to do, and therefore nothing gets done well. When we examine the language of each LCAP goal and pull apart the phrases, we find that we are far from attaining these goals and have not determined an easy-to-follow, adequately staffed pathway.

### **Increase engagement between families and learning**

Now with the expanded District support, we look forward to seeing ongoing District support OFEE a focus of connecting families with learning - the Achievement portion of engagement. This may include providing guidance to sites on baseline expectations for communications with families around learning, coaching parents on advocacy and connecting students to persons or organizations who can serve as their education champions.

# Goal 1

Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.

We reviewed current data around college and career readiness, academic achievement, and English Learner progress.<sup>1</sup> Based on the current data, we have once again failed to demonstrate improvement with regard to racial predictability. The District must ask whether it is effectively promoting high quality classroom instruction and curriculum.

**Table 1: Large gaps from current outcomes to the target for 2023-24**

<b>Student Population</b>	<b>A-G rate</b> (CDE Dataquest) 2021-22 → gap → target	<b>Reading</b> (CAASPP) 2021-22 → gap → target	<b>Math</b> (CAASPP) 2021-22 → gap → target
<b>All</b>	61% → (9%) → 70%	67%	58%
<b>African American</b>	24% → (36%) → 60%	30% → (20%) → 50%	19% → (21%) → 40%
<b>Hispanic/ Latine/a/x</b>	50% → (15%) → 65%	53% → (17%) → 70%	48% → (12%) → 60%
<b>Special Education</b>	19% → (21%) → 40%	25% → (10%) → 35%	23% → (7%) → 30%
<b>Socio-Economic Disadvantaged</b>	39% → (21%) → 60%	40% → (10%) → 50%	31% → (9%) → 40%
<b>Foster</b>	—	—	—
<b>Homeless</b>	19% → (21%) → 40%	21% → (14%) → 35%	11% → (19%) → 30%
<b>English Learners</b>	19% → (31%) → 50%	30% → (20%) → 50%	31% → +11% → 20%
<b>White</b>	83%	83%	74%

The District is currently not on track to meet Goal 1 in its entirety by the end of the current LCAP period. More detailed and recent data must inform PAC and the district if/when planning should be modified. We understand that this is a changing landscape; however, if PAC only has last year’s data to make informed decisions about changing needs (budgets) in any current year, we are working with one hand tied behind our back. The metrics and data must be more relevant to improvements along racial predictability and disadvantaged students.

**Goal 1 overall:**

<sup>1</sup> Sources: [2022-23 Approved LCAP](#); [LCAP Update February 1, 2023](#); [BREA presentation to PAC April 13, 2023](#); [California School Dashboard and System of Support 2022](#)

Recommendation #1	Specific Actions
<p><b>Identify what information BUSD is collecting and how it specifically relates to measuring the impact of each action/program.</b></p>	<ul style="list-style-type: none"> <li>• Ensure data actually measures the impact of programs</li> <li>• Disaggregate data by race/ethnicity and other key characteristics across numerous entities in order to identify key trends, progress, outcomes, and unintended consequences</li> <li>• Create a plan to fill in the gaps in data collection</li> </ul>
<p><b>Comment:</b></p>	
<p>With the challenges our district faces in promoting growth in literacy, mathematics, and other areas among students, we are concerned about the degree to which BUSD is effectively promoting high quality classroom instruction and curriculum.</p> <p>Data, including multiple forms of measurement, plays a critical role and must be collected with fidelity. After collection, the work is not done — data must be used to make swift adjustments as needed. (See recommendation #2, below.)</p> <p>PAC group members observed that measurements were not easy to understand because they often do not connect the strategy with the funding amount and program specifications. For example:</p> <ul style="list-style-type: none"> <li>• Programs like AVID and BRIDGE are measured on the entire school populations and not just the program cohorts. How do we know they are having an effect commensurate with the investment? If AVID and BRIDGE are designed to support students in their endeavors to engage a four-year university, metrics tracking student achievement and/or enrollment in a four-year university may benefit the district’s understanding of program success, especially for disadvantaged (high-need) students.</li> <li>• Measuring progress on disrupting racial predictability via absenteeism as is currently done is a blunt tool that does not capture the progress here. What additional measurements of engagement could be gathered?</li> <li>• Similarly, metrics that were offered did not address how systems were “culturally and linguistically responsive to students’ needs.”</li> </ul>	

**Goal 1 overall:**

Recommendation #2	Specific Actions
<p><b>Clarify what strategies BUSD will use in response to the possible outcomes of data analysis</b></p>	<ul style="list-style-type: none"> <li>• BUSD should draft a document explaining current strategies to improve performance, what data is being collected to track progress, and what plans exist as responses to different possible outcomes of data analysis (including revision of curriculum, policies and procedures, as needed).</li> <li>• Ensure we plan ahead (e.g., if our data show X, we will implement plan A, if our data show Y, we will implement plan B, ...)</li> </ul>
<p><b>Comment:</b></p>	
<p>While the district has recently emphasized new strategies around data collection, we believe that data are only helpful insofar as they are accompanied by transparent, clearly defined strategies that meaningfully address the various possible findings that new data might reveal.</p> <ul style="list-style-type: none"> <li>• PAC recommends the district closely adhere to the implementation of SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound)</li> </ul>	

Recommendation #2	Specific Actions
<ul style="list-style-type: none"> <li>Educate parents to be able to understand and evaluate more recent data (at least quarterly) in a way that relates to the SMART strategy</li> </ul>	

**Goal 1 overall:**

Recommendation #3	Specific Actions
<p><b>BUSD should have sufficient allocation of expert staff to execute on data-informed strategies.</b></p>	<ul style="list-style-type: none"> <li>Allocate budget and role responsibilities according to priority and clearly defined strategies.</li> <li>Accountability measures should be put in place. Who will take ownership of executing on the plan/s and whose responsibility will it be if progress fails?</li> </ul>

Comment:
<p>A persistent habit within BUSD is to create a master plan to address an issue, but in isolation. Then, inadequate resources are allocated to implement and measure the success of the plan. The result is many master plans that tackle the same systemic issues, but in slightly different ways or with different lenses — i.e. Comprehensive Coordinated Early Intervening Services (CCEIS) Plan, African American Success Framework (AASF), Multilingual Master Plan (MLMP), Literacy Action Plan, LatinX resolution... Sometimes, even, the plans end without knowing if they actually had an impact.</p> <p>Equity gaps continue to be our focus; however we would like to see more planning around “why, how, what, when” in regards to disadvantaged students. PAC recommends that a single outline or a plan be established with regards to students showing the most need. Should we own more of that work and accountability here in the LCAP as a central location and master document by defining overlapping priority actions within the plans that achieve our goal of High Quality Instruction, instead of listing the “XYZ” plan as a whole action?</p>

**Goal 1 overall:**

Recommendation #4	Specific Actions
<p><b>BUSD should hire an expert Director of Curriculum</b></p>	<ul style="list-style-type: none"> <li>Create a strategy for the ongoing instructional inventory and evolution of our curriculum. Plan to follow board policy — audit curriculum every 7 years.</li> <li>Curriculum effectiveness should be assessed in terms of college and career readiness.               <ul style="list-style-type: none"> <li>So that it serves students in a changing world</li> <li>So that it is evidence-based</li> <li>So it reflects changes in higher education and the workforce — changes at universities and in the professional sphere should alter curriculum strategies.</li> </ul> </li> </ul>

Comment:
<p>How can BUSD react appropriately to changes to ensure that our students have what they need to excel? Are there functions within middle and high school that help provide a safety net for unduplicated students and families to give clarity on the minimum requirements to graduate college-ready?</p>



Recommendation #4	Specific Actions
<p>As requirements change around college applications and technological advancements cause upheaval in our professional lives, it has become ever more critical that schools pay close attention to how the global landscape is affecting their students' prospects in higher education and on the job market.</p> <p>We are concerned that BUSD is losing ground in these arenas. For example, recent reports indicate that Berkeley High has lost its status as the primary feeder school for UC Berkeley. BUSD should assign someone at the district level to monitor and provide recommendations on how changes at universities and in the professional sphere should alter curriculum strategies.</p> <p>While all of these things are critical, we wish to convey that students should not be put under constant stress about their futures in college and the workforce. BUSD must prepare students for their futures while allowing them to be present, content, healthy, and happy in their current moment.</p>	

**Actions pertaining to racial predictability and cultural competency: 1.3 Classified Pathway to Credential, 1.7 Teacher Induction, 1.8 Cultural Competency, 1.10 and 1.11 ELD Support, 1.17 Teacher of Color Network, 1.24 Integrated ELD**

Recommendation #5	Specific Actions
<p><b>Build staff capacity to improve service for students of color</b></p>	<ul style="list-style-type: none"> <li>● Clarify intended changes (site and district level) needed to improve academic outcomes for students of color <ul style="list-style-type: none"> <li>○ Focus on how resources are allocated at the school site level to affect overlap along lines of “racial predictability” and “college readiness”</li> <li>○ Fund the implementation — internally or externally — of the African American Success Framework (AASF) to continue past next year, and be willing to continue dismantling the system (and rebuilding confidence in the system) that harmed many</li> </ul> </li> <li>● Ensure that teachers have adequate time to attend professional development (PD) and that the impact of these courses are evaluated.</li> <li>● Utilize integrated English Language Development (ELD) as a means to help improve math and reading ability</li> <li>● Obtain student feedback about their classroom experience at each grade level and use feedback to adapt instruction</li> <li>● Provide formal support to the Teacher of Color Network (ToCN) beyond the \$750 co-lead stipend, in order to attract and retain a teaching force as diverse as our student population</li> </ul>

**Comment:**

Our district academic goals are ambitious — raising achievement levels by 20-36% in various categories (A-G completion, reading, math) for African American students by next year — see Table 1 on page 4.

With regards to LCAP, planning and/or basic system planning around cultural competency, literacy gaps, and disadvantaged students should be incorporated within the district’s LCAP plan of action. The data recorded in the 2021-2022 LCAP does little to demonstrate improvement.

- Especially missing: Clarify what progress has been made toward Action 1.8 Cultural Competency training. There has been no update and school sites report the lack of teacher equity leaders as

Recommendation #5	Specific Actions
<p>described in the LCAP.</p> <p>How can we reduce implicit bias (culture of low expectations) and the resulting effect of students of color being pushed into “special schools” at BHS that do not necessarily place a high emphasis on course completion needed for college admission?</p>	

**Action 1.23 Multilingual Master Plan:**

Recommendation #6	Specific Actions
<p><b>Implement the Multilingual Master Plan (MLMP) with fidelity.</b></p>	<ul style="list-style-type: none"> <li>● Better utilize the English Learner (EL) staff across the district to meet students needs (and their legal rights) — instead of a ratio of students to teachers</li> <li>● Clarify what training have leaders been given around implementation, coaching, and improvement of Integrated ELD, including training and resources around <i>Constructing Meaning</i> strategies</li> <li>● Provide central office full-time employment (FTE) to support the MLMP implementation and community outreach.</li> </ul>
<p><b>Comment:</b></p>	
<p>All aspects of the MLMP programs — e.g., admission, curriculum, and professional development, specific to Two-Way Immersion (TWI) and EL programs and goals — should be shaped at a district level so these duties are not handled piecemeal at each site. With a holistic lens, these programs can become examples of best practices in CA.</p>	

**Action 1.23 Multilingual Master Plan:**

Recommendation #7	Specific Actions
<p><b>Filter the needs of the Two-Way Immersion (TWI) program at a system level</b></p>	<p>Appoint a person at the district level to:</p> <ul style="list-style-type: none"> <li>● Expand awareness of TWI — make the program known and accessible to multilingual students and families for whom the program is designed (Ch. 2.4, 2.6, 2.7 MLMP, BP 6175)</li> <li>● Ensure the conditions for success of TWI are in place (Ch 3.3 MLMP)</li> <li>● Ensure that professional development for TWI staff is meeting the needs of the program (Goal #6 &amp; 6.2 MLMP)</li> <li>● Ensure proper evaluation and progress of Spanish language bilingual and biliteracy development in TWI (TK-8th) program. (Ch 8.1 MLMP)</li> </ul>
<p><b>Comment:</b></p>	
<p>TWI’s needs are different from those of other sites and decisions should be filtered through the lens of this unique and valuable learning experience. Without cultivating and supporting this program, enrollment will fall and it will be lost.</p> <p>We should consider including TWI specifically in the upcoming LCAP rewrite process.</p>	

# Goal 2

Provide necessary and timely academic interventions to eliminate barriers to student success.

We reviewed 2022 LCAP data, along with relevant goal 2 observations and discussions, which were recorded in PAC meeting minutes and Working Group subcommittee meeting minutes. In reviewing the data and attempting to integrate 2022 LCAP goals and data with real-time information from various school sites, PAC members assessed goals, current metrics, and recent data from specific school sites to evaluate the district achievements overall.

## Action 2.1 Literacy Coaches and 2.2 RTI

Recommendation #1	Specific Actions
<p><b>Fiscal resources should be allocated based on student need.</b></p>	<ul style="list-style-type: none"> <li>● Base-funding-allocation for school sites should be data-driven and continue to support schools/students that demonstrate greater needs.</li> <li>● Affect racial predictability and literacy gaps through more effective tier 2 interventions, specifically for schools with greater number or prioritized students.</li> <li>● Continue to ensure that tier 2 intervention methodologies and strategies (at successful schools) are shared with other schools who hope to replicate the same successes.</li> <li>● Assist PAC with obtaining specific outcome data (college readiness) with regards to AVID and BRIDGE for disadvantaged students.</li> <li>● Based on student-need, LCAP goals (and funding) should be addressed through data, MTSS, and revised district planning.</li> </ul>
<p><b>Comment:</b></p>	
<p>PAC members in the working group subcommittee compared data from school site to school site, reporting on the successes and failures and/or hindrances to increased tier 2 assistance (literacy coaches). Some schools (Ruth Acty) show promise with regard to evaluation and intervention (RTI), while some schools continue to show unaffected literacy gaps (as reported by PAC members). PAC members discussed how to ensure accountability at the district level and additionally at school sites with greater support-needs.</p> <p>AVID is being paid for by supplemental funds, is it focused on supporting prioritized students? Are enrollment demographics and recruitment strategies reflecting this focus? Or is it serving the more general school population? If the latter, we strongly recommend finding a different source of funding — rather than supplemental funds. We are concerned that via lack of outreach, programs like AVID, and even PUENTE could expire due to lack of enrollment. Currently, Berkeley High is not supporting AVID in 9th, 10th or 11th — but for no reason other than no interest for students.</p>	

### General Recommendation

Recommendation #2	Specific Actions
<p><b>Allocate funding to school sites to help close gaps – eliminate barriers to student success.</b></p>	<ul style="list-style-type: none"> <li>• Ensure that school sites have a consistent pot of “other site funding,” similar to restorative restart grants, so that PTAs and site leaders can manage their unique demands more efficiently. Create consistent RTI support/methods/planning that address specific barriers at all schools and that incorporates MTSS to ensure effective, data-driven goal 2 success.</li> </ul>
<p><b>Comment:</b></p>	
<p>School sites who rely on “other site funding” as mentioned in the 2022 LCAP are finding it increasingly difficult to support RTI and RtI<sup>2</sup>. However, the need for literacy and math support increases. PAC members report that PTAs are burdened with rounding out salaries for intervention support; however, school-site fiscal resources are stretched thin. Not all schools have the PTA support they need. Increased awareness regarding the need for RTI and RtI<sup>2</sup> should be critical to the district. School sites (through PAC) should play a role in understanding the allocation and rates of success from school to school. Terminology, such as unduplicated head-counts and FTE should be re-introduced to the PAC, so that parents can have a more formulaic understanding of how data, funding, and school sites relate to one another.</p>	

**Action 2.6 Math Support**

Recommendation #3	Specific Actions
<p><b>Continue to provide math support classes for all schools, not just schools “with the highest number of unduplicated students.”</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate increased math support for students at all middle schools. Data shows that literacy gaps remain wide.</li> <li>• PAC members would like to better understand how real-time decisions are made within the district when it comes to resource allocation from school site to school site – in order to understand accountability from the top down.</li> </ul>
<p><b>Comment:</b></p>	
<p>PAC members attempted to digest the “measuring and reporting results” from the 2022 LCAP but were not able to discern how baseline data could inform the district on support for the 2022 LCAP and beyond. Members noted the need for more detailed planning regarding MTSS and cause and effect relationships associated with decision-making and strategic planning. A particular set of results would warrant a specific set of actionable items.</p>	

**Action 2.8 Mental Health**

Recommendation #4	Specific Actions
<p><b>Mental health services, including counseling must be a required and continued resource made available to all schools.</b></p>	<ul style="list-style-type: none"> <li>• Specifically, PAC sees the need for mental health services and counseling increasing, district-wide. According to discussions and data received from various school sites, students have increased needs for mental health services. Site administrators at various schools have petitioned for increased mental health support, as the <a href="#">NIH reports</a> increased prevalence for major depressive episodes</li> </ul>

Recommendation #4	Specific Actions
	among adolescents (ages 12-17)
<b>Comment:</b>	
<p>PAC members have noted that “we are not out of the woods” with regards to the stresses of a post-COVID nation. Moreover, adolescents 12-17 are challenged with an ever-changing landscape of shifting norms and social developments that can be positively addressed and affected by school mentors and counselors.</p>	
<p>Members expressed concern about the availability of services and accountability when it is provided in-house, as well as the need for a youth commission on mental health. The connection between the City of Berkeley Mental Health contract and its direct effect on alleviating the school site burden is still unclear.</p>	

**General Recommendation**

Recommendation #5	Specific Actions
<p><b>Publish a strategic plan incorporating MTSS to affect better college readiness, barrier elimination, and math support</b></p>	<ul style="list-style-type: none"> <li>● Move away from the “wait to fail” model (including, starting consistent interventions and programs early, in elementary school) and pursue the superintendent’s data-driven model for success. MTSS and planning should account for specific/particular results and divert resources as needed. If results dictate another avenue for better success, district decision-makers should modify/adjust for outcomes and measure again.</li> <li>● Parents should receive a clear picture of how school sites report out the success rates related to intervention and how the district allocates the money – PAC members and parents can get a better understanding of how their school is being supported.</li> </ul>
<b>Comment:</b>	
<p>PAC members discussed elementary and middle school interventions. We know that data-driven, decision-making can significantly and positively affect literacy gaps. Elementary schools with access to eduClimber and/or DIBELS can accelerate district MTSS planning to affect better supports at much earlier stages within the curriculum.</p>	
<p>We wait way too long to provide support. After 4th grade some of the gaps around reading are difficult to bridge. We even heard through presentations that teachers in high school do not have the tools to help students who have challenges with reading, for example.</p>	

# Goal 3

Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Members chose to focus on the following areas due to their impact across many grade levels:

- 3.3 Family Engagement - Office of Family Engagement and Equity
- 3.10 Recruitment for Teachers of Color
- 3.18 Teacher and Leader of Color Network

We reviewed the LCAP metrics under Goal 3 as well as obtained feedback through meetings or information obtained from Director Espinosa (District Director Office of Engagement, Equity and Belonging) , Katy Mckarthy (TSA Berkeley Pathway to Achieving Credentialed Teachers (BPACT)) and TOC lead Spencer Pritchard and Cat Cabral TSA Recruitment and Retention.

Based on the available metrics from baseline to Year 1, the district was meeting its goals for recruitment and retention of AA teachers, but the goal for Latinx teachers was not met.

**Table 2: Teacher retention varies based on race/ethnicity**

Population	Recruitment and retention rates Baseline (2018/19) → Year 1 (different for each pop.)* → gap → target 2023/24
African American Teachers	7% (47) → 8% (55) → 0 → 8%
Latinx Teachers	12% (79) → 6% (51) → (7%) → 13%

\*Year 1 outcomes were not the same year for African American Teachers (2020-21) and Latinx Teachers (2021-22) and there was not data provided to the PAC for Year 2 so this could not be properly analyzed

Metrics around family and student engagement taken from 23-24 LCAP survey largely fell short of district goals in the majority of areas.

**Table 3: Current LCAP Survey Data — not yet at desired outcome for Fam Engagement/Safe Schools metrics**

Goal	Outcome 2022-23 → gap → target
Increase number of survey participants	317 parents + 154 students → (529) → 1,000 <i>Decrease from 454 Fam Engage/330 School Climate last year</i>
Families reporting students are connected to school	58% → (22%) → 80% <i>Decrease from 76% last year</i>
Students who feel safe at school	68% → (12%) → 80% <i>Increase from 60% last year</i>
Students who feel connected to school	39% → (41%) → 80% <i>Increase from 26% last year</i>
Parents who feel schools are safe	62% → (18%) → 80% <i>Decrease from 78% last year</i>
Teachers who feel schools are safe	72% → (8%) → 80% <i>Decrease from 79% last year</i>

**Office of Family Engagement and Equity (Budget: 800,050 - Supplemental funds contributing)**

**Action 3.3**

Recommendation #1	Specific Actions
<p><b>Increase the visibility of the work of staff in the Office of Family Engagement and Equity</b></p>	<ul style="list-style-type: none"> <li>● Engage in more school site level equity work</li> <li>● Partner with Affinity groups to provide support and coaching for advocacy work</li> <li>● Play a role in rebuilding post pandemic school community</li> </ul>
<p><b>Comment:</b></p>	
<p>The work of OFEE is recognized and valued by principals, teachers and families who receive support, but often invisible to the wider school community. Many members of the PAC were not aware of the fact that their site has an OFEE staff member, perhaps because many work in multiple schools, limiting their visibility. This not only devalues their challenging work, but adds to the invisibility of the vulnerable populations that they serve.</p>	

**Action 3.3**

Recommendation #2	Specific Actions
<p><b>Realize the goal of a fully funded and structured OFEE department</b></p>	<ul style="list-style-type: none"> <li>● Build more consistency between sites in terms of OFEE services, while recognizing that sites may also have their own site specific “flavor”</li> <li>● Support the new OFEE supervisor in bring cohesion to the program across sites, including providing the resources to establish metrics and goals in partnership with site and district leaders</li> </ul>
<p><b>Comment:</b></p>	
<p>The goal of creating a district Office of Equity, Engagement and Belonging was achieved this year and will serve as an anchor for the OFEE department and the school sites. The supervisor role was recently filled and is essential to providing support to the individual site staff, creating a cohesive structure across sites along with metrics to gauge the effectiveness of the interventions.</p>	

**Action 3.3 and overall**

Recommendation #3	Specific Actions
<p><b>Match LCAP metrics and goals with OFEE strategy</b></p>	<ul style="list-style-type: none"> <li>● Provide support for time and resources needed to develop meaningful metrics in partnership with stakeholders</li> <li>● Communicate these metrics to individual sites to incorporate in SPSA</li> <li>● Inform site affinity groups, PTAs, SSC of the Equity and Engagement metrics and goals to engage whole school community in work towards success</li> </ul>

**Comment:**

It is unclear what metrics and goals listed under the LCAP in Goal 3 are OFEE specific. It is also unclear whether individual sites are aware of these metrics and engaged in aligning actions with these goals. In the past, the work of OFEE has been undermined by the lack of a structure to provide measurable success.

Current LCAP Survey data show that we are not yet at desired outcome for 23-24 for the following Fam Engagement/Safe Schools metrics as shown in Table 3 on page 12.

These metrics were created under a different model and not reflective of what the model going forward will provide. However, they provide information regarding the families who filled out the survey for this year. Gathering data from our most vulnerable populations continues to be difficult and strategies to capture information will need to go beyond sending out district email requests.

**Action 3.3**

Recommendation #4	Specific Actions
<b>Increased connection between parents, the school and learning</b>	<ul style="list-style-type: none"> <li>● Establish baseline expectations for communications around learning at school sites</li> <li>● Texting, phone calls, Remind App, or personalized emails to families at the start of school year, timely communication of learning expectations, progress and interventions needs, release of STAR and state testing information to families in accessible format.</li> <li>● OFEE commitment to visibility at community events at all school levels.</li> <li>● Identify an Education Champion for each child</li> </ul>

**Comment:**

More communication is needed between parents and teachers, especially for families of prioritized students. Communication in elementary school is site and classroom dependent and decreases dramatically in middle school communication. Testing results have not been accessible and often require parents to request the information rather than have it distributed and explained, making it difficult to know how a child is performing academically.

The concept of an "Education Champion" is promoted in the CDE framework for Family Engagement, encouraging identification of a person or persons in the child's family who serves the role of providing a supportive environment for learning and can assist with learning tasks, communication with teachers, etc.. For students whereby this role is not available in their families, the framework suggests another individual or program be identified to provide this support.

**Retention and Recruitment (Budget: \$25,697- Supplemental not contributing)**

**Action 3.10**

Recommendation #5	Specific Actions
-------------------	------------------



<b>Clarify existing support needs for recruitment of Teachers of Color (TOC) beyond Classified Outreach Program in the LCAP</b>	<ul style="list-style-type: none"> <li>List in the LCAP that there is existing support from BERRA in the form of a 0.6TSA for recruitment and that 0.1 was added to specifically address the needs to recruit TOC</li> </ul>
<b>Comment:</b>	
<p>There are no other clearly outlined methods for recruitment in the LCAP, while there is support from BERRA in the form of a 0.6 TSA for recruitment which had additional 0.1 added to specifically address the recruitment of TOC. The BERRA report is an excellent resource to provide information about data and strategies towards this goal.</p>	

**Action 3.10**

<b>Recommendation #6</b>	<b>Specific Actions</b>
<b>Improve visibility of TOC at hiring fairs and support an intentional pipeline from community colleges/residencies</b>	<ul style="list-style-type: none"> <li>Clearly communicate BUSD efforts to recruit TOC at hiring events, including specific signage at job fairs and paid involvement of TOC leaders at hiring events.</li> <li>Involve HR in development of creative incentives for TOC (ex. Loan repayment, housing stipends, signing bonuses) and possible application of cohort hiring strategies used in other fields to increase diversity and retention</li> <li>Work in partnership with BFT to create an earlier hiring timeline in order to mitigate loss of teachers to other districts with earlier timeline</li> </ul>
<b>Comment:</b>	
<p>There is a perception that Berkeley is no longer a diverse student community, which negatively impacts teacher recruitment and needs to be addressed. Teachers seeking a diverse and supportive community are often lost to OUSD who also offers a free benefits package which more than makes up for the slightly lower salary offered compared to BUSD. The hiring timeline at BUSD is a known barrier and was improved this year at BHS, but not clear if that was districtwide. There is also concern that the hiring process is not standardized nor easily accessible.</p> <p>The need for a pipeline and additional support for recruitment of instructional aids is also recognized as this is a difficult position to fill with a low starting salary of less than 40k annually. The TSA 0.6 position for recruitment and retention is essential, as is the additional 0.1 granted in 21-22 to focus on TOC and hard to fill areas.</p>	

**Action 3.10 and 3.18**

<b>Recommendation #8</b>	<b>Specific Actions</b>
--------------------------	-------------------------

<p><b>Increase funding and support for classified staff seeking credential (BPACT-Berkeley Pathway to Achieving Credentialed Teachers)</b></p>	<ul style="list-style-type: none"> <li>• Continue to support BPACT and efforts to increase the amount of support for the financial cost of classes and the additional needs of childcare and study skills support which serve as barriers to completion</li> </ul>
--	--

**Comment:**

BPACT is funded by a \$48,000/year grant from the California Commission on Teacher Credentialing to support 12 classified employees working towards their credential, giving them \$4,000 each per year towards cost. The grant sunsets in June 2026. This program has many success stories, with exceptional staff often recruited by their site to become teachers. Barriers noted in BPACT report include expenses beyond the 4K grant, juggling family and work. Other needs identified include lack of childcare as well as study skills support

A 0.2 TSA for BPACT is funded through BERRA. She is responsible for mentoring participants and assisting in finding resources. She has obtained an additional grant to help with costs above 4K (Berkeley Public Schools Fund), yet costs still often run higher than this additional funding can support.

**Action 3.10**

Recommendation #9	Specific Actions
<p><b>Focus on retention methods not just recruitment methods</b></p>	<ul style="list-style-type: none"> <li>• Continue to support TOC at the high school and find ways to add support at the elementary and middle school level</li> <li>• Provide funding for someone on district level for time to organize events for district TOC (programming, mentorship connection)</li> <li>• Engage TOC in meaningful way in district programs involving students of color, including pay for participation in district initiative events outside of class time</li> <li>• Align data in this section to make it comparable year to year and, if applicable, presented in similar format in BPACT and BERRA retention reports for ease of use</li> </ul>

**Comment:**

There is an action item for recruitment of TOC without clear actions towards retention and support once in the district. The TOC network is the primary organization responsible for providing connections for teachers of color in BUSD. It is supported by the Berkeley Federation of Teachers Union by a \$750/year stipend to the co-leads to organize and engage others in events for teachers and staff of color. Events often include gathering to socialize and support includes reimbursement for food only for the events. Berkeley High School makes up the bulk of members and events, due to its size, and there are some district level events but the elementary and middle schools generally are less connected through TOC network because of the paucity of members at the sites.

Many TOC are engaged meaningfully in activities and advocacy for students of color, including support for the consultant funded African American Success Framework. However, there are issues regarding current TOC being asked to appear at AASF events as volunteers and having to advocate

for pay. There is also concern that BUSD will repeat its history of underfunding Black/African-American Success Programs, for example providing a position for an African American Success Manager but without staffing. If structured properly, the AASF should be a retention tool allowing teachers to step into critical, funded roles with adequate support to ensure its success.

Metrics listed in LCAP from baseline 20-21 to Year 1(21-22) are not comparable. The baseline data looks at percent of teachers hired the prior year and stayed for the following year (71%AA,73%Latinx), Year 1 data looks at percent of all teachers who returned in 21-22 (84%AA, 85%Latinx) not specifically at new hires from prior year.

Data from BERRA update has BIPOC numbers but not broken down in same way as LCAP data so it is difficult to compare as well.

**Action 3.18**

Recommendation #10	Specific Actions
<p><b>Teacher and Leader of Color Network LCAP Action needs clarification</b></p>	<ul style="list-style-type: none"> <li>• Connect TOC with Leaders of Color to promote mentorship, connection and leadership opportunities</li> </ul>
<p><b>Comment:</b></p>	
<p>It is unclear if this program still exists, still has funding and if it met or is meeting goals. PAC members attempted to gain information from online searches, review of district documents and discussion with several TOC members and were not able to find meaningful information.</p> <p>Feedback from a former TOCN member implied the goal to connect TOC with the Leaders of Color Network came up precovid but then took a backseat to other priorities.</p> <p>Was grant money ever spent? If not, can it rollover to support the same goal? Finding additional mentorship opportunities for TOC in the district to promote retention was an identified need and this action, although listed in the LCAP, does not appear to be existent.</p>	

# Conclusion

While the ultimate goal of the LCAP is to provide a set of recommendations to the district regarding the LCAP, the process to achieve these recommendations is as important as the document itself. At its best, the process allows all parent members the opportunity to be heard and provide meaningful feedback as well the chance to become educated leaders in their school community.

Despite initially low turnout at the first several meetings, this year's PAC was able to achieve a collaborative and engaging environment through use of personal phone calls, text, and emails to members encouraging meeting attendance and participation; templates to assist members in engaging their school sites; creation of subcommittees which meet biweekly over 4-5 sessions to create small groups for more personal connection and learning opportunities and holding space for different types of communication styles. This aided in avoiding pitfalls in the past of capturing only the most experienced and vocal voices and creating conflict or lack of engagement in the group. The recommendations produced this year are the result of what appeared to be a positive, welcoming and inclusive environment created with intention.

Challenges to the PACs work continue to include sufficient resources and time for the Superintendent or designee to properly educate stakeholders on the relevant issues related to the LCAP, and for the relevant data to be updated in time for review. Specifically, the rule communicated to the PAC is that they cannot view data not yet publicly presented by the board. PAC believes that it is essential for the board to review frequent, relevant data that is directly attached to programs/actions or goals as a public item (e.g. progress report as a discussion or informational item) detailed enough for an accountability group to review.

The PAC recommends setting up our next year's work for success. As mentioned in the introduction, next year is very important as the start of a new 3-year cycle. We would like to include the board timeline in our orientation sessions, including a clear expectation of when PAC feedback is due to the district. We also encourage the drafting of the LCAP much earlier in the year, so that we can have a reasonable timeframe to discuss and prepare our recommendations.

Our district support assigned at 0.1FTE to LCAP committed well above the allotted paid time, as noted in the introduction, and should also be commended for her dedication to the needs of the group.

## How PAC got to observations and recommendations

Mid-year, the PAC broke into 3 subcommittees (each under quorum). The membership decided to focus on High Quality Tier 1 Instruction (loosely goal 1), Intervention (loosely goal 2) and Family Engagement (loosley goal 3).

Each working group met 4-5 times for an hour each and followed an agenda that highlighted:

- The need for parents and members to participate
- To bring information from their school sites
- To contribute their own observations and summaries of the 2021-2022 LCAP.

Within the group we restated the goals and discussed highs and lows at each individual school site, while reporting on what other parents were saying, as well as discussions with the teachers and site administrators. The group facilitator took notes on the discussions and facilitated questions for the group regarding the previous LCAP and the current year's school site plans. Information was limited; however, PAC members and working groups participants were diligent in formulating ideas on what was happening (with regards to resources needs) and possibly how to move forward. The groups focused on building knowledge, collaboration, and consensus.