Berkeley PUBLIC SCHOOLS

Parent Advisory Committee Meeting
2023-2024 School Year

Meeting Minutes

Thursday, December 14, 2023
Purpose of Meeting: Meeting to receive an overview of PAC's responsibilities, obtain a brief introduction to the current BUSD LCAP, and obtain some CAASPP data analysis from UC Berkeley.

Time	Topic	Minutes
6:06pm	Welcome and Introductions 1. Your name 2. Site you Represent 3. Icebreaker	Staff Members in attendance: ● Kathy Fleming, Director, Local Communities and Partnerships, BUSD ● Ruth Steele-Brown, Director, Berkeley Research, Evaluation & Assessment, BUSD Committee members in attendance: ● Andres B. - Emerson Rep. ● Lee B. - Ruth Acty Rep. ● Erin E. - Sylvia Mendez Rep. ● Liz F. - Berkeley High Rep. ● Ivonne F. - ECE Rep. ● Heather G. - King Rep. ● Mahagany G. - Berkeley High Rep. ● Lindsay N. - Cragmont Rep., PAC Co-Chair ● Eliza N. - Longfellow Rep. ● Katy R. - Thousand Oaks Co-Rep. ● Nancy R. - BAM Rep. ● Natasha S. - Willard Rep., PAC Co-Chair ● Emma S. - Thousand Oaks Co-Rep. ● Johanna T. - Oxford Rep.

		Guests in attendance: • Laura Babbitt, Berkeley School Board • Monica Cortes, Guest Speaker, UC Berkeley • Sandy Park, Guest Speaker, Previous PAC Rep • Josh Rosen, Guest Speaker, UC Berkeley • Eric Van Dusen, Guest Speaker, UC Berkeley
6:06pm	PAC Meetings, Structure, Norms, Rules	[BUSD PAC Website](#) Went over the agenda for this meeting. Quorum not met as of 6:12pm. Moving forward with presentations, with approval for agenda and minutes at a later time. • Dir. Fleming: Without a quorum to approve the agenda, Co-Chairs can decide to move forward by fiat. If there are no objectives, the meeting can move forward.

6:14pm	PAC Presentation, Sandy Park	• Guest, Park: My objective is to help you understand PAC's role within the Local Control and Accountability Plan (LCAP) process.
		  ○ Guest, Park: I am not sharing this information with you on behalf of BUSD, but sharing this information based upon Ed. Code, and what the Parent Advisory Committee is responsible for per the Ed. Code.
		• Guest Park: Per the Ed. Code, every school district is required to present to the Parent Advisory Committee.
		  ○ Guest Park: Your role is to review the LCAP and provide comments to the board. The superintendent must respond in writing to any comment submitted by the PAC.
		  ○ Guest Park: You must be familiar with the LCAP, review it, and provide comments.
		• Guest Park: PAC must be composed by a majority of parents or legal guardians of currently enrolled students. You must include parents low income (free and reduced lunch), English Learners, Foster Youth and students with disabilities.
		  ○ Guest Park: PAC is encouraged to be made up of these demographics within the district.
		  ○ Guest Park: Beginning in the 24-25 school year, districts that serve middle and high school students must:
		    ■ have student members on the PAC; or
		    ■ establish a student advisory committee to make LCAP comments.

		● Guest Park: PAC is covered by the Greene Act. Per the Greene Act, you must:
		  ○ Have meetings open to the public
		  ○ Allow the public to address the committee during the meeting
		  ○ Must publicly posted 72 hours prior to the meeting
		  ○ Everyone is able to request documents.
		  ○ Representative: You said that we're able to request documents, what does that mean?
		    ■ Guest Park: It means if someone is presenting, you're able to request that documentation. We have to share them.
		    ■ Dir. Fleming: Public Request Act.
		● Guest Park: Best practices for effective PAC members:
		  ○ Become intimately familiar with the LCAP as quickly as possible.
		  ○ Members serve multiple years on the PAC. It takes a lot of time to process the LCAP, so planning should allow for 3 years. Turnover hurts progress.
		  ○ Members should use their lived experiences to engage within the community. Parents know their children and are able to engage your community.
		  ○ PAC must create subcommittees to be created as needed. For this amount of content, you should create smaller committees to digest the information.
		  ○ PAC must be in contact with the school board and provide regular feedback on the progress. Don't wait to bring up red flags.

6:27pm	Questions/Comments	● Representative: It feels like a large order for our school systems to withstand equity concerns with the current political state and economy. Can [PAC] use the LCAP to look into the data, such as when the Child Tax Credit was in place to compare to other years? Can we use that data for programming outside of schools?
		  ○ Guest Park: Yes, you can look at data to create a throughline. [The LCAP is about creating goals, finding the data to measure it and creating actions.
		  ○ Guest Park: The LCAP is a multi-year document. It's not to be used to support the same programs over and over.
		● Representative: You mentioned public and private schools. Does the LCAP advise with local attendance area?
		  ○ Guest Park: For our purposes, it's BUSD only.
		  ○ Representative: What is the local education agency (LEA)?
		  ○ Co-Chair Nofelt: Berkeley Unified.
		  ○ Representative: Who advises the local Ed. code with our local attendance area?

		○ Guest Park: They have their own jurisdiction. Our funding comes from the Local Control Funding Formula (LCFF) and theirs does not.

6:35pm	PAC Presentation, Sandy Park	● Guest Park: It's important to know that you are here to monitor the progress of the LCAP.
		● Guest Park: Districts address local issues and communicate their needs through the LCAP.
		    ○ Guest Park: Districts receive funds through the Local Control Funding Formula (LCFF). The improvement is based upon multiple measures of success. The main principles are:
		        ■ Comprehensive strategic planning.
		        ■ Meaningful engagement with educational partners.
		        ■ Accountability and compliance.
		    ○ Guest Park: You get funding based on the [student groups] you're serving, if you serve focal groups, you gain additional funding.
		    ○ Guest Park: The LCAP is how and why you are spending this funding, you need to justify it, especially with higher needs students. It is a part of strategic planning.

6:42pm	Questions/Comments	● Representative: We make our recommendations that go through the board. We do all this work throughout the year, when May comes around, we make the recommendations. The superintendent doesn't have to accept them.
		    ○ Representative: We want to select one thing to focus on. Year after year we are battling the same issues. There's a lot of things the LCAP does.
		    ○ Representative: I would recommend we reinforce our previous recommendations and look at similar issues from previous years.
		    ○ Co-Chair Lindsay: We're actually looking at this in a future meeting.
		● Representative: When we are talking about the marginalized groups, we have to ensure they are being considered. We have to get the families to know about what's available to them.
		    ○ Guest Park: We shouldn't silo these programs. The LCAP has to be one comprehensive plan that happens separately from the core curriculum.

6:49pm	PAC Meetings, Structure, Norms, Rules	Agenda was approved at 6:50pm. ● Representative: Is there a way to amend the minutes with names of the representatives?

		○ Co-Chair Nofelt: We do that to protect [representatives]. Went over the minutes from the 11/16/23 meeting. Minutes were approved at 6:53 pm.

6:54pm	LCAP Presentation	● Director Kathy Fleming: District planning for the P&O committee.
		● Director Ruth Steele-Brown: Director of BREA, here to help answer questions.
		● Usual LCAP Liason is the Director of Categorical and Special Projects, Liza Estupin, who could not attend this meeting.
		
		● Dir. Fleming: I'm not here as an expert in the LCAP, we are collecting questions if I can't answer them.
		● Dir. Fleming: We're here to support the five goals within our current LCAP, and we're here to show some progress monitoring.
		● Dir. Fleming: There are 68 actions in the LCAP, so we can't go through them all. After the presentation, additional resources can be shared.
		● Dir. Fleming: These are our five LCAP goals:
		  ○ Goal 1: High quality classroom instruction.
		  ○ Goal 2: Provide necessary and timely interventions.
		  ○ Goal 3: Ensure school sites have safe, welcoming, inclusive environments.
		  ○ Goal 4: Use local and state measures to assess student progress.
		  ○ Goal 5: Serve students experiencing homelessness.
		● Goal 1
		  ○ AVID: Supports an AVID elective in K-12.
		  ○ Bridge: Supports the bridge classes at BHS.
		  ○ ELD Support: Additional support for ELD, per EL attendance.
		  ○ Literacy Improvement Plan: Contracts for the Literacy Improvement Plan.
		● Goal 2
		  ○ TK-8 Literacy Coach: Add literacy coach at each site.
		  ○ Response to Intervention: RTI2 intervention teachers on each site.
		  ○ Pre-K: Literacy Support for preschool.
		  ○ Additional ELD during summer school.
		● Goal 3:
		  ○ OFEE: Provide staffing and a Director for the OFEE department
		  ○ Umoja: Umoja Program support, including a program Manager.
		  ○ Recruitment and Retention: Recruitment and Retention of teachers of color
		  ○ PUENTE:, supports the PUENTE program at BHS.

		- Goal 4: - BREA: BREA LCAP Evaluation and monitoring of the LCAP. - Cost Reserve: Indirect cost reserve for anticipated district cost increases. - Educator engagement: New implementation of assessment system. - Goal 5 - McKinney-Vento: Homeless counselor, including intervention and monitoring of the students - OFEE: OFEE staffing, related to students experiencing homelessness. - Progress Monitoring, Goal 1 - Uses metrics such as students enrolled in Advanced Placement courses, the number of English Learners. - Progress Monitoring, Goal 2 - Uses metrics such as middle school students who receive math support, and percentage of summer school students who earned additional school credits. - Progress Monitoring, Goal 3 - Uses metrics such as suspension rates, and a percentage of students who feel safe or connected to school. - Progress Monitoring, Goal 4 - Uses measurements of LCAP indicators to ensure funding is spent appropriately. - Progress Monitoring, Goal 5 - Uses measurements of the percentage of homeless students that are chronically absent, suspended, and graduate. - Dir. Fleming: We're planning some parent engagement sessions in January for the next LCAP engagement cycle. - Dir. Fleming: Three are in-person, one is virtual. - Dir. Fleming: More information will be available at a later time.
7:08pm	UC Berkeley Data Science Student Presentation	- Guest Cortes: We wanted to see our data and how it is related to what is going on in our schools - we have made a website for it. - Guest Cortes: BUSD is a high-achieving school district in Alameda County, but there exists a history of inequity. - Guest Cortes: We are looking for inequities by analyzing the Smarter Balanced Assessment (SBA) results from the California Assessment of Student Performance and Progress (CAASPP). - Guest Cortes: We are looking at these results for students from a socioeconomic lens rather than a race and ethnicity lens.

- - - ○ Guest Cortes: We want to try and identify patterns or trends in achievement gaps, to try to create an equitable service for our students.
  - Guest Cortes: Data came from seven testing years (minus COVID where no testing was done) where the focus is math and English Language Arts (ELA). We were specifically interested in students who met or exceeded grade standards.
  - Guest Cortes: We focused on:
    - A fourth grade cohort
    - An eighth grade cohort
    - A pseudo cohort, following since third grade in 2015.
    - Results from all elementary schools
    - Results from all middle schools
  - Guest Cortes: Looking at the 4th grade data:
    - We see no significant decreases, but between 2022 and 2023 the gap increases in both.
    - Both Socioeconomically Disadvantaged (SED) and non-SED students are meeting standards each year.
  - Guest Cortes: Similar results in the 8th grade data:
    - We see no significant decrease in the achievement gap, there's still a large gap leading into high school.
    - This gap is the smallest in recent years, which could indicate there's something in place helping reduce this gap.
  - Guest Cortes: Looking at the pseudo-cohort in each year:
    - We see the achievement gap decrease, but SED students are not meeting the standards in the past.
    - The achievement gap is decreasing, but our students are doing more poorly in both ELA and Math.
  - Guest Rosen: Looking at the elementary schools comparatively:
    - There are lots of differences between the SED and non-SED cohorts. Most of our schools are at or above 2019 levels, so we are seeing some improvement within our cohorts.
    - We do see a decreasing gap, but we do not see a lot of improvement.
  - Guest Rosen: Looking at the middle schools comparatively:
    - We are significantly below the 2019 value and we see a very large gap between SED and non-SED.
  - Summary:
    - COVID has had a huge impact on our test scores.
    - Non-SED students consistently perform better than SED students.

		○ While this only constitutes only a semester of work, we are encouraged to continue. As the data comes out in future years, we can plug it into our existing work.
7:20pm	Questions/Comments	● Co-Chair Nofelt: How are the charts organized? 　○ Guest Rosen: The big charts are the highest SED scores, bigger gap on the left moving towards smaller on the right. ● Representative: How do you distinguish between who is SED and non-SED? 　○ Guest Cortes: We took the data straight from CAASPP. Not sure where the benchmark is. 　○ Dir. Steele-Brown: It's from the free and reduced lunch [statistic]. About 30% of our students qualify. ● Representative: Do you see any bright spots, optimistic, good things that the schools are doing? 　○ Guest Cortes: I don't see anything specific, there's an increase in SED improvement in some areas, there may be a program in place that seems to be working. ● Representative: I would like this data on a regular basis. I want to make sure that BUSD knows that this is a formal request for data for PAC on a regular basis. 　○ Representative: The discrepancies between the middle and elementary schools is surprising. Discrepancy with middle schools was known, but elementary school was not as well known. ● Representative: Are there differences in experiences within families? I feel like it would factor into the equation. 　○ Co-Chair Nofelt: It's not captured by the state assessments. 　○ Representative: There seems more of a gap shared by the groups. 　○ Co-Chair Nofelt: In this data, they are pseudo-cohorts, we can't track data with individual students. ● Guest Babbitt: As we look at CAASPP data, are we looking at what's happening in the classroom with SED students? Is this data being collected so we know what to replicate? This crosses race and involves finance - we need to see what we can do to progress and what are the programs needed. 　○ Guest Rosen: State data lowers students to numbers, what certain parents or students are doing specifically is not shown. We can't see the programs. ● Co-Chair Nofelt: What are our next steps? Can we look at the differences between our sites who are high-performance and the ones that are low-performance within our district? Can our district representatives do a tour?

		• Representative: On the elementary school graphs, what do the "average" lines mean?
		  ○ Guest Rosen: The average lines are the 2023 district average, to compare before COVID.
		• Representative: Did you collate the data with the students that cross between elementary to middle schools?
		  ○ Guest Rosen: Unfortunately, we can't see individual students within the data.
		• Representative: How can we do a deeper dive? Could we agendize comparative analysis (such as two sites) in terms of the disparity gap? Can we look at various programs? It may be hard to track and compare what [individual] SED students are doing, but we may be able to compare programs.
		  ○ Dir. Steele-Brown: I know there's a lot of requests for data. There's already a lot of data already provided to you. We've done a lot of CAASPP data earlier in the year, it wasn't provided the same way. Each site now has its own data newsletter page.

7:35pm	Breakout Rooms	• Co-Chair Nofelt: One of our requests this year was to be on an unrecorded line and talk with each other and talk about the presentations. Breakout Rooms started 7:36pm, ended 7:55pm.
7:55pm	Motion to Extend	Motion to extend meeting by 10 minutes, approved 7:56pm.

7:56pm	Recoup, Breakout Rooms	• Breakout Room 1
		  ○ Representative: We tend to ask all the same questions, how to digest and use the data effectively when things are recurring every year.
		  ○ Representative: For things that are working at some schools, how can we replicate these and make recommendations towards other schools.
		  ○ Representative: It's hard to look at SED to determine this equity gap, we need a breakthrough.
		• Breakout Room 2
		  ○ Co-Chair Nofelt: We talked about how we really liked the passion from Sandy Park and how this committee can work.
		  ○ Co-Chair Nofelt: We're often missing groups and populations. Sometimes we're missing opinions (afterschool, preschool) that don't seem to get the resources that they need.

		• Breakout Room 3
		    ○ Co-Chair Sandeford: Kudos to UC Berkeley that collated the data that was presented. It was good to acknowledge the additional challenges.
		    ○ Co-Chair Sandeford: There are questions within the group - if there's time to address things such as members 5-6 years ago to see the impact of PAC actions.
		        ■ We want to see the impact and effectiveness of the programs.
		        ■ We also are interested in looking into the impact and the effectiveness of the homeless populations.
		        ■ We wanted to look at the lack of data re: COVID to see how we can address the inequities.

8:03pm	Final Comments	• Co-Chair Nofelt: Right now I'm the PAC SBAC rep, we need another voting seat. ○ The time commitment needs 1-2 hours 1–2 times a month. • Co-Chair Nofelt: We have a survey to improve the meetings to see if you have suggestions. • Co-Chair Nofelt: Homework for PAC: Ask your site if they could only [highlight 3 actions per LCAP] goal. What is working best at your site?
8:07pm	Closing	Next Meeting: 1/18/2024, 6:00pm 8:07pm, meeting adjourned.