



Parent Advisory Committee Meeting  
2023-2024 School Year

Meeting Minutes

Thursday, February 22, 2024		
Purpose of Meeting: Meeting to describe and showcase the work of the Office of Family Engagement and Equity Department, the AVID Program, and the Bridge Program.		
Time	Topic	Minutes
6:06pm	Welcome	<p>Staff Members in attendance:</p> <ul style="list-style-type: none"><li>• Liza Estupin, Director, Categorical &amp; Special Projects, BUSD</li></ul> <p>Committee members in attendance:</p> <ul style="list-style-type: none"><li>• Andres B., Emerson Rep.</li><li>• Elizabeth F., BHS Rep.</li><li>• Sahar G., King Rep.</li><li>• Heather G., King Rep.</li><li>• Monica J., Malcolm X Rep.</li><li>• Candice L., John Muir Rep.</li><li>• Reichi L., Rosa Parks Rep.</li><li>• Jessica L., BAM Rep.</li><li>• Lindsay N., Cragmont Rep., PAC Co-Chair</li><li>• Emma S., Thousand Oaks Alt. Rep.</li><li>• Natasha S., Willard Rep., PAC Co-Chair</li><li>• Johanna T., Oxford Rep.</li></ul> <p>Guests in Attendance:</p> <ul style="list-style-type: none"><li>• Mathew Espinosa-Castro, Director, Equity, Achievement and Belonging</li><li>• Lydia Gebrehiwot, Supervisor, Office of Family Engagement and Equity</li></ul>

		<ul style="list-style-type: none"> <li>• Mary Patterson, District AVID Program Coordinator, BUSD</li> <li>• Jessie Luxford, Bridge Program Coordinator, BUSD</li> </ul>
6:08pm	PAC Meetings, Structure, Norms, Rules	<p><a href="#">BUSD PAC Website</a></p> <p>Went over the agenda for this meeting. Agenda was approved at 6:06pm.</p> <p>Went over the minutes from the 2/8/24 meeting. Minutes were approved at 6:08pm.</p>
6:09pm	Icebreaker	<p>What's your one ask from Berkeley Unified School District?</p> <ul style="list-style-type: none"> <li>• PAC Co-Chair Sandeford: Improve all students' experience. From an African American perspective, education needs to improve. The gap seems to be increasing in an underrepresented population.</li> <li>• Representative: Add some cultural sensitivity about the Muslim population, specifically in regards to pronunciation. Listen to students. <ul style="list-style-type: none"> <li>○ Representative: I'd encourage the families to get involved so we can understand and get along with each other.</li> </ul> </li> </ul>
6:13pm	OFEE Presentation, PAC	<ul style="list-style-type: none"> <li>• Presentation by Lydia Gebrehiwot and Dr. Mathew Espinosa-Castro <ul style="list-style-type: none"> <li>○ Dir. Espinosa-Castro: The department of Equity, Achievement and Belonging (EAB) is a new department which oversees the Office of Family Engagement and Equity (OFEE) department and develops equity initiatives and goals.</li> <li>○ Dir. Espinosa-Castro: A lot of information about the department is available on the Family Resources Webpage on the District website.</li> </ul> </li> <li>• Funding and Staffing <ul style="list-style-type: none"> <li>○ Dir. Espinosa-Castro: Approximately 8 of the OFEE specialists are funded through the LCAP.</li> <li>○ Dir. Espinosa-Castro: OFEE is staffed as follows: <ul style="list-style-type: none"> <li>■ A minimum of 0.5 FTE for an OFEE specialist at each elementary site. <ul style="list-style-type: none"> <li>• Currently John Muir is vacant.</li> </ul> </li> <li>■ A 1.0 FTE allocation at each middle school site. <ul style="list-style-type: none"> <li>• Currently Longfellow and Willard are vacant.</li> </ul> </li> <li>■ 2 x 1.0 FTE at BHS and 0.5 FTE at BTA/BIS. <ul style="list-style-type: none"> <li>• One 1.0 FTE at BHS is BSEP-funded.</li> </ul> </li> <li>■ 1 x 0.5 FTE districtwide, 1 x 0.5 FTE ECE, and 1.0 FTE Mental Health.</li> </ul> </li> </ul> </li> </ul>

- Dir. Estpinosa-Castro: Ideally we would have a 12.0 FTE across all school sites.
    - Dir. Espinosa-Castro: We have a 0.5 FTE for Districtwide support, a 0.5 FTE for Early Childhood, and 1.0 FTE for the Mental Health Grant.
  - Dir. Espinosa-Castro: We are trying to come up with a funding formula for the district OFEE staff support.
    - Dir. Espinosa-Castro: The Latinx amendment adds an additional amount of consideration with Spanish-speaking schools.
    - Dir. Espinosa-Castro: If 15% of the student population is Spanish Speaking, they have an additional Spanish Bilingual Team to support Two Way Immersion (TWI) Program or a Newcomer Program.
  - Dir. Espinosa-Castro: The Spanish Bilingual team consists of:
    - District Office: Alejandra Frias and Carolyn Perez
    - Sylvia Mendez: Alejandra Frias (15% and TWI Program)
    - Thousand Oaks: Ernesto Marin (15%)
    - Longfellow: TBD (15% and TWI Program)
    - King: Yesenia Moran (Newcomer Program)
    - BHS: Leticia Amezcua (Newcomer Program)
- BUSD Family and Community Engagement Model
  - 6 Tier System of Support
    - Build Relational Trust
    - Link Families to Learning
    - Leveraging Family and Community Assets
    - Develop Capacity (of families and staff)
    - Partner with Families as Leaders
    - Systematize and Sustain Practices
  - Sup. Gebrehiwot: We are collaborating with the OFEE staff to try to establish districtwide processes and procedures to support this model.
- Overview of OFEE Events
  - Previous Events in 23-24:
    - August: School Supplies Giveaway
    - November: Turkey Givaway
    - December: Toy and Annual Giftcard Giveaway
    - January: Mental Health and Disability Awareness
    - February: Puente, Biliteracy, African American and Latinx Workshops
    - BHS: Black to School, RISE, Dia De Los Muertos
    - Occurring Yearround: Basic Needs Drive, Daybreak Mental Health

		<ul style="list-style-type: none"> <li>○ OFEE Events Coming Up: <ul style="list-style-type: none"> <li>■ UC Davis Youth Leadership Conference</li> <li>■ College Student Panel</li> <li>■ Black History Oratorical Fest</li> </ul> </li> </ul>
6:26pm	Questions/Public Comment	<ul style="list-style-type: none"> <li>● Representative: Recruitment: What is the requirement to become [an] OFEE [Specialist]? <ul style="list-style-type: none"> <li>○ Representative: I strongly believe we need a black male in the list of providers. Are we looking for them?</li> <li>○ Dir. Espinosa-Castro: A lot of Family Engagement Staff have tried to recruit black males into mentorship roles.</li> <li>○ Dir. Espinosa-Castro: OFEE prioritizes, but does not require a college degree. There is a written/oral examination. We are looking over requirements going forward.</li> </ul> </li> <li>● Representative: I wish BUSD could double OFEE’s resources to combat the equity gap.</li> <li>● Representative: Do you have any data about how many families that OFEE helps service on a yearly basis? <ul style="list-style-type: none"> <li>○ Dir. Espinosa-Castro: It’s hard to identify.</li> <li>○ Dir. Espinosa-Castro: Each of our family engagement and equity specialists have families based upon the support needed. It first begins with focal families, then prioritized families based on the Latinx and African American Success initiatives.</li> <li>○ Sup. Gebrehiwot: It’s difficult to get a true number, but based upon our surveying, approximately 1,100 families in contact with OFEE events.</li> <li>○ Dir. Espinosa-Castro: We’re looking into building a new set of metrics with the new LCAP cycle to ensure that we’re meeting goals of relational trust.</li> <li>○ Representative: I hope we get more black male representation to help with engagement.</li> </ul> </li> <li>● Representative: Is there a duty statement for OFEE?</li> <li>● Co-Chair Sandeford: What does the \$815K allocation cover and what has happened since last’ years’ questions from PAC? <ul style="list-style-type: none"> <li>○ Dir. Espinosa-Castro: Our efforts are trying to establish the 6 pillars districtwide and establish goals in relation to them.</li> <li>○ Dir. Espinosa-Castro: The funding is primarily towards the 8 positions for LCAP funding. There is some additional funding for operational cost.</li> </ul> </li> </ul>

- Lydia: We're currently working on designing the systemic family engagement programs.
- Representative: Would you please identify some OFEE organized workshops and discuss the impact of the event. What data did you collect on impact?
  - Sup. Gebrehiwot: For Middle School Matters and Daybreak Health Our data is being collected about attendance and feedback.
- Representative: What is currently in place exactly for school sites that do not have an OFEE representative?
  - Sup. Gebrehiwot: Currently, the three sites without OFEE representation.
  - Sup. Gebrehiwot: Alejandra and Lydia are in communication with the principals. We support them with family engagement needs. We also share additional information with them if they don't have a specialist on site.
- Co-Chair Sandeford: What does the transition between elementary and middle school look like with regards to OFEE? Is there visibility on OFEE? Does OFEE support communication between schools?
- Co-Chair Nofelt: It's hard to understand the impact of OFEE. We've been asking a lot of questions about hard data to help support OFEE. We need a way to measure, what is your return on investment? We haven't seen a structural impact because the experience between schools appears to be different.
  - Sup. Gebrehiwot: It's a work in progress. Goal setting and metrics are still being worked on. We're trying hard to understand what is happening at each school and what best practices look like.
  - Sup. Gebrehiwot: Next step is looking at the next steps and ensuring we have measurable outcomes for the department as a whole. Each site has different goals and expectations, and we're trying to balance between meeting individual site needs and district goals.
  - Dir. Espinosa-Castro: We wanted to first track and monitor community events. We wanted to ensure a shared calendar of events for districtwide support and outreach.
  - Dir. Espinosa-Castro: We consider OFEE as a Tier III support for focal families - we wanted to ensure that we had a process of selecting focal families and identifying the services we need to provide. We're now looking at how to get feedback from these families.
  - Dir. Espinosa-Castro: How do we make sure we're available and that folks stay in contact with each other? Before, they were not codified. We're trying to systematize this work.

		<ul style="list-style-type: none"> <li>○ Dir. Espinosa-Castro: We're also waiting for some results from the districtwide survey.</li> <li>● Representative: The presentation is helpful. OFEE is still in a growth state, there's a lack of staffing and there's a systems issue. I would like to see it more effective, and I need data. I want to know what OFEE organizes so we can see what is working and what OFEE needs to operate? We want information on how to grow and support OFEE.</li> <li>● Representative: As someone who attends a few OFEE events, one item of discussion is that events end really late for parents which can lower attendance.</li> <li>● Representative: If we are new to collecting data, start with King as attendance is good and can be used to build a system. <ul style="list-style-type: none"> <li>○ Dir. Espinosa-Castro: When we had our [Professional Development] day, we started focusing on shifting towards setting goals. We wanted to look at surveys to frame our data.</li> </ul> </li> </ul>
7:02pm	AVID Presentation, PAC	<ul style="list-style-type: none"> <li>● Introduction <ul style="list-style-type: none"> <li>○ Mary Patterson: District AVID Coordinator</li> <li>○ AVID is a college and career preparation program. It currently exists at all middle schools and a small cohort in the high school.</li> <li>○ AVID Mission Statement: is to close the achievement gap by preparing all students for college readiness and success in a global society.</li> </ul> </li> <li>● AVID Enrollment <ul style="list-style-type: none"> <li>○ BUSD's AVID Elective: <ul style="list-style-type: none"> <li>■ Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from tutors, and participate in enrichment and motivational activities.</li> </ul> </li> <li>○ AVID Excel: <ul style="list-style-type: none"> <li>■ Available to middle school EL who want to go to college</li> <li>■ Preparation for high school and college.</li> </ul> </li> <li>○ Unlike other BUSD programs, AVID is not a remedial program, it's an accelerated program to help students commit more rigorous coursework.</li> <li>○ College Readiness: <ul style="list-style-type: none"> <li>■ It's not about being ready for college, it's about giving options for your career.</li> <li>■ AVID develops readers and writers, how to take notes, how to publicly speak, leadership skills. We also visit college and help prepare them for college applications.</li> </ul> </li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ The Typical AVID Student Profile: <ul style="list-style-type: none"> <li>■ Shows high academic potential.</li> <li>■ Average 2.0-3.5 GPA with average to high test scores.</li> <li>■ Determined to go to college, typically the first in their family to attend college.</li> </ul> </li> <li>○ Current BUSD AVID Enrollment <ul style="list-style-type: none"> <li>■ King: 50 AVID Elective, 23 AVID Excel</li> <li>■ Longfellow: 53 AVID Elective, 20 AVID Excel</li> <li>■ Willard: 20 AVID Elective, 12 AVID Excel</li> <li>■ BHS: 20 AVID Elective</li> </ul> </li> <li>● AVID Students gain a sense of belonging and home in the program, which helps with their connections to their peers.</li> <li>● AVID Teachers get professional development related to AVID, but also supports their job. <ul style="list-style-type: none"> <li>○ AVID provides additional training materials that are accessible to all teachers through our districtwide AVID tools.</li> </ul> </li> <li>● AVID also has a collaboration with College Corps for college tutors. <ul style="list-style-type: none"> <li>○ Cal Fellows serve 2,500 hours in BUSD classrooms and afterschool programs. This pathway also adds support for college students trying to be teachers by giving them classroom experience.</li> </ul> </li> </ul>
7:11pm	Questions/Public Comment	<ul style="list-style-type: none"> <li>● Co-Chair Sandeford: Is this program not available for students behind in reading, math, science? <ul style="list-style-type: none"> <li>○ Coordinator Patterson: No. This is a rigorous program. Students receiving 1's and 2's will struggle in AVID and already receive other support in BUSD. Students who are only struggling in one subject and are trying hard are considered for AVID.</li> </ul> </li> <li>● Representative: What is the difference between Elective and Excel? <ul style="list-style-type: none"> <li>○ Coordinator Patterson: AVID Excel is an English Learner version of AVID. AVID Excel provides the additional support by giving college visits and additional support.</li> </ul> </li> <li>● Co-Chair Nofelt: Do students get elective credit for AVID? <ul style="list-style-type: none"> <li>○ Coordinator Patterson: Yes, it's a full class. It counts as an A-G requirement and students receive a grade.</li> </ul> </li> <li>● Co-Chair Nofelt: What is the barrier to AVID at HS, especially 9th grade where support would be welcome?</li> </ul>

		<ul style="list-style-type: none"> <li>○ Coordinator Patterson: BHS has a U9 program, until you are placed in a small school program. A four year program is difficult to run in a small school model. AVID strategies are currently being used in the BHS LEAP program. There's a lot of overlap into Bridge and RISE, but we just want to ensure the students are being served. A 7th period elective would help outreach.</li> <li>● Representative: What's the ethnicity breakdown of participants [in AVID]?       <ul style="list-style-type: none"> <li>○ Coordinator Patterson: AVID is primarily students of color, primarily Latinx and Black.</li> </ul> </li> <li>● Representative: What is the overlap between other college-prep programs e.g. Bridge/RISE?       <ul style="list-style-type: none"> <li>○ Coordinator Luxford: There's a huge overlap between Bridge and AVID, but I don't think there's competition. There's a lot of kids who want support and there's not enough space in these programs.</li> </ul> </li> </ul>
7:20pm	Bridge Presentation, PAC	<ul style="list-style-type: none"> <li>● Introduction       <ul style="list-style-type: none"> <li>○ Jessie Luxford: Bridge Coordinator, BHS</li> </ul> </li> <li>● Bridge Breakdown       <ul style="list-style-type: none"> <li>○ 142 BHS Students, primarily identified as SED, passing with a C or higher</li> </ul> </li> <li>● Goals and Services       <ul style="list-style-type: none"> <li>○ Ensure everyone is competitive and eligible for 4 year college.           <ul style="list-style-type: none"> <li>■ It's not forcing people into college, we want to ensure that they have the option. We want students to be able to enroll and gain scholarships.</li> </ul> </li> <li>○ Bridge Teachers stay with the same group of students all four years.</li> <li>○ Bridge is an A-G credit eligible program.</li> <li>○ Access to college courses, and pay for college applications.</li> <li>○ 1:1 support and tutoring, with a strong connection to families.</li> <li>○ Provides Job/Internship opportunities.</li> </ul> </li> <li>● Data       <ul style="list-style-type: none"> <li>○ In the June 2024 graduating class:           <ul style="list-style-type: none"> <li>■ 100% A-G eligible, 96% applied to college</li> <li>■ 100% prepared according to the CA College and Career Index</li> <li>■ 89% took an AP or Honors class</li> <li>■ 71% had an internship.</li> <li>■ 68% took an extracurricular activity</li> </ul> </li> <li>○ Post-Secondary Data:           <ul style="list-style-type: none"> <li>■ Almost 100% of students get enrolled in career training or college.</li> </ul> </li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>● Students/Parent Feedback <ul style="list-style-type: none"> <li>○ Parents have high praise for Bridge, and appreciate the received additional support.</li> <li>○ Students report good connections with their peers and teachers.</li> </ul> </li> <li>● Forward, Goals/Needs <ul style="list-style-type: none"> <li>○ Reduce Waitlist: Huge Waitlist (75 students waiting) of students who want support. RISE cannot accept the Bridge waitlist.</li> <li>○ Bridge Pathways Through College: Need a way to follow up with students through college.</li> <li>○ Foundational Math Support: A lot of Bridge students struggle with math.</li> </ul> </li> </ul>
7:34pm	Questions/Public Comment	<ul style="list-style-type: none"> <li>● Co-Chair Nofelt: How do students get enrolled, how are parents are made aware of the program? <ul style="list-style-type: none"> <li>○ Coordinator Luxford: It was established 2020, it is a collaboration between BUSD and the City of Berkeley in the summer.</li> <li>○ Coordinator Luxford: I work with middle school counselors who alert me with SED students, then I reach out to the parents.</li> </ul> </li> <li>● Co-Chair Nofelt: Do you have course credit info? <ul style="list-style-type: none"> <li>○ Coordinator Luxford: Until 2023-2024, was a pass/no pass elective. Is now reclassified as no elective credit.</li> </ul> </li> <li>● Co-Chair Nofelt: Is the waitlist from the grades other than the double cohort bubble? Or from all 4 grades? <ul style="list-style-type: none"> <li>○ Coordinator Luxford: 9th and 10th grade has the largest waitlist due to the U9 bubble. Juniors and seniors are at the end of the process.</li> </ul> </li> <li>● Representative: My son volunteers for math tutoring as part of his advanced math class and notes he never has any students (just does his homework while waiting for students to show). Is there an opportunity to work with students from the advanced math classes for math support for Bridge students? <ul style="list-style-type: none"> <li>○ Coordinator Luxford: Yes. There's a math club. Some teachers send students to Bridge for tutoring.</li> </ul> </li> <li>● Co-Chair Nofelt: Is there a possibility of tracking college completion? Are we surveying if they got in, were they prepared to be successful there? <ul style="list-style-type: none"> <li>○ Co-Chair Sandeford: Can both programs speak to the data after high school, including the students' successes and challenges?</li> <li>○ Coordinator Patterson: We don't have a formal mechanism after high school.</li> <li>○ Coordinator Luxford: We communicate through text, it's been informal.</li> </ul> </li> </ul>

- Coordinator Luxford: I don't have the data after high school, but I think we have the data to support kids in high school.
- Co-Chair Sandeford: I think there's a lot of programs that don't see success after high school and I'm hoping to see data to support.
- Coordinator Luxford: There are other programs that students can apply for when they go to college. Our college counselors are dedicated to giving students information on how they can find that support when they attend college.
- Representative: How many counselors work with this group of 35 students in this program
  - Coordinator Luxford: Bridge has a credentialed teacher at BHS or a credentialed counselor at BHS.
  - Coordinator Luxford: Mental health supports are available to students at high school.
- Representative: Are there programs in place to expose students to different professional career paths (is that the internship placement you referred to?)
  - Coordinator Luxford: Wyn Skeels does the Career Technical Education (CTE) pathway for BHS. Wyn communicates with Bridge about career opportunities and internship opportunities.
- Co-Chair Nofelt: It seems like Bridge right now has capacity for about 5% of the BHS population.
  - Coordinator Luxford: At this moment in time, we aren't asking for a lot more funding, we're just doing what our staff can support.
  - Co-Chair Nofelt: It's an expectation 80% is served by Tier 1 intervention. Tier 2 is 15%. Tier 3 is 5%. Right now, the core curriculum is failing, we have a lot of programs that we need to work and supplement to address this. Maybe if we make Tier 1 improvements, we won't have huge waitlists in Bridge?
  - Coordinator Luxford: Kids do come and ask about Bridge for tutoring, guidance and support. I think students primarily like the teacher connection.
- Representative: This program is providing a social connection. I feel like this program is creating a rich community.
  - Coordinator Patterson: There are studies that state that a cohort of kids, like a family environment, is a big improvement for kids and has high success rates. AVID and Bridge are both modeled after this idea.
  - Coordinator Luxford: The LCAP supports almost all systemic goals. If Bridge expands, it just means more work for me. We would need more capacity for case management.

		<ul style="list-style-type: none"> <li>○ Representative: It sounds like you need more program support and space to grow the work. There seems to be content that kids need. I think the goal is to make the single high school work.</li> </ul>
8:00pm	Final Questions, Comments	<ul style="list-style-type: none"> <li>● Dir. Estupin: Feel free to discuss PAC feedback on meetings, email questions if you have them.</li> <li>● Please submit the SSC survey. <ul style="list-style-type: none"> <li>○ Representative: Our SSC thinks that this task is a lot. The assignment seems to be too much. We would prefer a ranked option instead of a top 3.</li> <li>○ Representative: Get the principals involved. The principal knows a lot about the issues surrounding your site. Your SSC can review the goals after it's been reviewed by the principal.</li> <li>○ Co-Chair Nofelt: If it doesn't exist at your site, we opted not to discuss it.</li> <li>○ Co-Chair Nofelt: We decided [at my site] if it was a mandated state requirement, we weren't going to vote on it as an important action.</li> </ul> </li> <li>● Please complete the LCAP/Strategic Plan survey.</li> <li>● Community Listening Session #1: Wednesday, Feb 28, 2024, 5:30-7:00pm <ul style="list-style-type: none"> <li>○ Co-Chair Nofelt: Come to these events if you have questions about the curriculum.</li> </ul> </li> <li>● Next Meeting, March 7 is a joint meeting.</li> </ul>
8:07pm	Closing	<p>Next Meeting: 3/7/24, 6:00pm</p> <p>8:07pm, meeting adjourned.</p>