

# **PAC** PARENT ADVISORY COMMITTEE

**Meeting Minutes, April 24, 2025, 6:00 - 8:00 pm**

## **Committee Members in Attendance**

- Amy F., Longfellow
- Michael H., Emerson
- Cielo R., Willard
- Jessie L., BAM
- Karen L., Washington
- Kelly S., Ruth Acty
- Mahogany G., BHS/BIS
- Marina C., BHS/BIS
- Nicole H., King
- Jason O., Oxford

<sup>A</sup> Indicates an approved site alternate. Site alternates are only recorded in the event of an absent committee member.

## **Committee Members Absent**

- Samrawit G., Preschools
- Kyontae W., BTA
- Kartikay M., John Muir
- Kendra F., Thousand Oaks
- Johanna T., Oxford
- Jules D., Student Rep
- Ivi K., Rosa Parks
- Angela L., King
- Jaclyn G., John Muir
- Jennifer D., King
- Vivian R., Student Rep
- Blake U., Washington
- Erin E., Sylvia Mendez
- Aparna S. Longfellow
- Natasha S., Willard
- Jessie L., Student Rep

Currently, unrepresented sites are Cragmont Elementary, and Malcolm X. These vacancies are not listed as absences.

## BUSD Staff In Attendance

- Jessica B., Director
- Lena S., BREA
- Jill H.,

## Other Representatives In Attendance

- Brazil M.

### 1. Call To Order

The meeting is being held at 6:00 pm on April 24, 2025 via Google Meet. Meeting began at 6:10 pm

### 2. Welcome and Introduction

Jessi L. welcomed all members at 6:25 p.m., introduced herself, and reviewed the PAC mission. She then went over the meeting agenda and discussed the need for a quorum.

Jessi L. began the meeting with an overview of the key topics, including Budget Updates from the Superintendent's Advisory Committee, the LCAP reserve, and updates on Title IV and Learning Recovery initiatives. The majority of the meeting was dedicated to gathering PAC feedback.

Additionally, Jessi L. informed PAC members about a comment that will be presented at the upcoming board meeting.

### 3. Jessi L. Discussion on Districts Local Control Accountability Plan

The comment on the district's Local Control Accountability Plan (LCAP) specifically addresses the use of supplemental funds allocated for unduplicated students. This important subgroup includes students who are low-income, foster youth, or English learners. If a student qualifies under more than one category, they are counted only once. The district receives additional funding based on the number of these students.

In reviewing the LCAP goals, several programs funded by supplemental dollars were highlighted under Goal 1, including the Bridge Program, AVID, and the literacy coaches at both the elementary and middle school levels. English Language Development (ELD) support for English learners also draws from these funds.

Under Goal 3, the interventionists, math support classes, and the restorative justice counselors at the middle and high schools are additional programs funded through supplemental dollars.

## 4. Budget Overview

Jessica B. reviewed the Budget Overview for Parents as part of the LCAP presentation. She shared a slide that provided a high-level illustration of the various funding sources used to support district programs. The focus was on LCFF (Local Control Funding Formula) dollars, which consist of base funding along with additional funds specifically allocated for unduplicated students.

Following this, Jill H. provided further discussion on the budget, outlining expenses for both the current and upcoming school years. She explained how funding is allocated, noting that the process is not always straightforward. Jill also emphasized that some funds are restricted and come with expiration dates, which impacts how and when they must be used.

## 5. Title IV Funding Source

Title IV, the direction for the use of these funds focuses on three main areas: access to a well-rounded education, creating school conditions that support a healthy and safe environment, and the effective use of technology. Some of this funding supports extended day interventions for English Language Arts and math, as well as parent mental health workshops. While the amount of funding is not substantial, it does help support these important actions.

## 6. Learning Recovery Emergency Block Grant

Lena S. shared that a data dive and analysis revealed that English Language Arts and Mathematics performance is very low on the California State Dashboard. The data also showed a very high level of chronic absenteeism. Students particularly impacted include English Language Learners, students with disabilities, African American students, foster youth, long-term English Language Learners, students experiencing housing insecurities, McKinney-Vento students, and students who are socioeconomically disadvantaged.

Through the data analysis and discussions, it was determined that there is a continued need to maintain emotional and mental health support, as well as to strengthen family and community engagement efforts.

Jill H. discussed the remaining funds available through June 2025, noting that the district has been using Learning Recovery Block Grant funds to cover the costs of mental health contracts for elementary schools. She emphasized that this is a significant expense. Jill explained that one of the key considerations moving forward is determining whether to continue using these funds for mental health contracts, in addition to addressing other emerging needs identified through various discussions — including feedback from the PAC and input from SBAC. She stressed the importance of prioritizing these needs carefully as part of future planning.

## 7. SBAC

SBAC meetings are both open to the public and are recorded and available online. Since the last PAC meeting there has been two SBAC meetings. It was noted that SBAC has been voting on various phases of proposals. However, SBAC, as an advisory body, does not have decision-making power; their role is strictly to provide recommendations. Furthermore, the current votes being taken are not final approvals to implement budget balancing solutions, but rather votes to continue considering the proposals.

Background information was provided to help frame the discussion. In earlier phases, most proposals involved eliminating vacant positions, which were generally viewed as not significantly impactful, although there were some concerns from labor unions. As the process continues, however, the proposals are beginning to affect a broader group of employees and programs. It was emphasized that it is important for everyone to be aware of the potential impacts moving forward.

## **8. Review 4/30 PAC Comment to Board**

Attending committee reached consensus on a board comment to be read by Cielo. In advance of PAC's formal presentation to highlight the impact of funding considerations for our vulnerable focal populations heavily supported by OFEE and academic interventionists.

## **9. PAC Feedback Work Session**

During LCAP comment review, members emphasized the need to use explicit language around racial and socioeconomic equity in both feedback and recommendations. The committee recognizes the need for strong advocacy on behalf of our Spanish speaking and low income families to ensure their voices are amplified.

## **8. Closing**

Lena S. closed the meeting at 8:02 pm.