

BSEPPLANNING & OVERSIGHT COMMITTEE MINUTES
February 7, 2017

6. Approval of Minutes January 10, 2016

There was a brief review allowed for the January 10, 2017 P&O Committee Meeting minutes. Corrections are to be made for the spelling of members' names as follows: Martin De Mucha Flores and Christina Balch.

MOTION CARRIED (Eknoian/Glimme): To approve the meeting minutes of the January 10, 2017 P&O Committee Meeting with changes as noted above. The motion was approved unanimously.

7. Public Comment

Eknoian noted that he was disappointed last year that a dedicated BSEP fund to serve African American students was not created as it's the one group with the largest gap in achievement. He felt RtI² was the nearest thing to a source of money to help them. His questions were: How many students are served? How many of them are of color? Is there any way to track where they were prior to intervention and where they were after the intervention? The model for him was the LLI program where the Lit Coach could tell what any student was doing in terms of their progress through the reading levels. RtI² has been around since at least the 2006 version of the Measure yet after 11 years there is still an enormous gap. He felt this was a placebo exercise oversight.

Huchting handed out data for Willard Math and Reading: (2015-16) Berkeley Unified School District Research Evaluation and Assessment (SBA) ELA: Percent of Students Meeting or Exceeding Standard and (2015-16) Berkeley Unified School District Research Evaluation and Assessment (SBA) Math: Percent of Students Meeting or Exceeding Standard. She noted that although there had been some improvement, kids of color were lagging behind. How can we collect more data and analyze it thoughtfully? How do we strategize and measure where kids are now and follow them through the years as a cohort? She communicated with Dr. Evans about summer school for math and understood that Pat Saddler, Director of Programs and Special Projects, had a program, but she had never heard of it

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Beery and Karam handed out the above documents. Beery noted that the First Interim Report was a financial report from the end of October, showing how expenditures were progressing and if adjustments were necessary. The Second Interim Report will come at the end of March and give some idea where we are headed approaching the end of Measure A and what we will be doing in our first year of Measure E1.

Karam stated that they have to have an adopted budget by June 30th of the prior year and then by statute, the budget has to be revised by October 31st and January 31st. The First Interim reflects who has been hired and refined costs. She encouraged questions. Although they are working on the Second Interim now, not all the budgets have been revised. The ones that have had the most activity are the ones that get the first pass revision. However, all the budgets will be revised by time of the Second Interim Report.

The summary overview was that the projected revenue of \$25,444,021 was the same as last year. There was no COLA adjustment. Expenses of \$27,183,557 were higher than the revenue. Karam noted that the District is using "planned deficit spending" because there was money in the fund balances that have been carried over from one year to the next that cannot be spent down.

Karam noted that the 3% reserve was different from the fund balance. The State requires that we keep a 3% reserve for all expenditures. That

9. BSEP Revenue Projection and Allocations for 2017-18

Liz Karam, Senior BSEP Budget Analyst

Natasha Beery, Director BSEP & Community Relations

Karam and Beery provided the following handouts:

- Comparison of Measure A and Measure E1 Frameworks, April 2016 Projections

Beery stated that the numbers on the Comparison of Measure A and Measure E1 Frameworks, April 2016 Projections had not been revised. This handout compared the structure and budgets for the measures. She noted under Measure A, the revenue for 2016-17 was \$16M, and the expenses were \$18.1M ending with a shortfall of \$1.87M. This was where the GF stepped in to carry those expenses, but this could not be sustained for more than two years. There was an expectation that the new measure would be structured in such a way that BSEP would be able to carry those expenses or equivalent once again. It was also looked at how the various pieces related to each other and what kind of flexibility the District should have to meet student needs across time.

Class Size Reduction and associated costs continue to be the primary goal of the new measure, receiving 66% of the total revenue under the framework of "High Quality Instruction." The CSR/High Quality Instruction budget is made up of two pages: "Page 1" being the CSR Teacher Template costs, and any money left over becomes "Page 2" or what was referred to in Measure A as Middle School Counseling, Expanded Course Offerings/ECO and Program Support. In the new measure, Middle School Counseling was moved to Effective Student Support (mustard colored box) and most of what fell under Program Support (such as Lit Coaches and Rtl) are now part of "Student Achievement Strategies" in that same section.

FTE to do regrouping to avoid class size imbalances and give kids English or Spanish pure instruction at different parts of the day. The

there was deficit spending in Family Engagement and Public Information, and there may need to be adjustments made in a year or two for those, assuming nothing changes.

Beery said that Scuderi would first be bringing a plan for BSEP's largest expenditure, which is the CSR budget and the pieces that go along with it, at the next meeting. Shortly after, Scuderi will bring a plan for the Student Support Section.

Questions and responses:

Responding to a question about what the final fund balance after this year would be, Karam thought there would be a close scrutiny of it for the Second Interim report at the beginning of March, especially around what was happening with the CSR Teacher Transfer and the amount of the transfer. Beery noted that any remaining funds must be spent in accordance with the previous measure. Karam confirmed there would be a new fund for the new measure. Beery said the purposes between the measures mostly align and added that funds left over from the 1994 measure were finally spent last year.

Beery confirmed that BSEP is structured so that each specific resource has an allocation, such as the Library resource and each year the budget manager would present a plan as to how these funds would be best used to meet the needs of kids. Beery said the new measure was written not just from the perspective of a blank check of "money for the schools," but that the District would promise to do some specific things, but with some flexibility for how it carries out those things. BUSD will have music and libraries, for example, but the managers come up with ideas on how to carry out each of those things and bring these proposals to the P&O and ultimately to the Board.

Flexibility was written into the Measure so that if something was getting more expensive or more important there would be the capacity to take (s) (k) Tj () Tj (but) Tj 4658 0 Td () Tj 0 mpl

month that will have specific metrics for the use of those funds. One thing that was struggled with was how BSEP and other funds were being maximized. Beery stated that Pat Saddler, Director of Programs and Special Projects, would be coming to the P&O committee mostly likely in March, to talk about LCAP funds and where the funding intersections are. Simon stated that the Committee had sent strongly worded recommendations to the Board in the past, which resulted in changes. Beery stated that the budget managers are rethinking about the P&O Committee when they are putting their plans together and inviting the members to the subcommittee meetings. She also frequently hears managers concerned about what the P&O Committee will think about a proposal.

Scuders said he and the Ed Services team have been talking about developing goals for this particular budget and want to continue to do a lot of what they're doing new, creative and positive. They also want to be thoughtful about the finances of all their considerations so that in the long run they don't get into trouble with a great debt that lasts two to three years and then has to be squeezed to where it is not recognizable anymore. There are a lot of things they would like to continue and acknowledge there is room for improvements and modifications. He noted that under High Quality Instruction, Professional Development was extremely fortunate to have a concurrent amount of funding from designated general funds for the implementation of Common Core and Next Generation Science Standards/NGSS and other forms of curriculum.

The District has been able to spend the BSEP PD budget on a few workshops for upping our personnel and our ability to coordinate with other districts. The program has been very successful. In the last couple of years under the direction of Maggie Riddle, Director of Schools, and Michelle Sinclair, Coordinator of Professional Learning has profoundly grown the number of learning opportunities for teachers. He noted that accountability was coupled with capacity building and investment in professional development for teachers. They will be looking to optimize those expenditures.

color? Is there any way to measure where they were when they came in and where they were at the end of the process? Was there a way to come up with a per-unit cost? Scuderi responded that Rt1² holds the space for service/care teams at the sites that look at student outcomes and who needs help directly under those supports. The filters that are used or those teams use to identify the kids they are going to reach out to tend to be kids of color, -ELTA 2d (1)(a) WJ (

saying help us to understand what's going on.

Pastika felt the RtI² discussion was interesting because she wanted to learn more about how much the BSEP funds RtI². From looking at the school site plans, there was supplemental funding for RtI² and when she went to her SGC, she said she didn't understand why their site plan reads like an LCAP plan. Why is it all going to RtI² and goals that appear to be from LCAP? She felt there needed to be clarity but had not gotten a satisfactory answer as to what site plans are for, in terms of what can they fund, what is the money and where does the money from? Providing information and clarity on the moving parts of Site Discretionary funds and LCAP funds would be very beneficial. She was confused about whether it was a Site Plan or an LCAP Plan. Scuder stated that when the LCAP Plan was approved, there were specific purposes and recommendations, like 4/6 FTE in RtI² in all the K-5 sites, that were predetermined. Pastika stated that when there was an opportunity, it would be helpful to know what was the LCAP funding, how does that funding specifically relate to the schools, and what are the Site Discretionary funds specifically for?

Pastika had attended a site meeting and heard an administrator's argument about how he wanted to change the way the SGCs allocated money, but she didn't have a good understanding of why that was. To make the accountability aspect meaningful, she thought the site committee needed to have their capacity built to be equal partners in these discussions. Now the site committee members are not on an equal playing field with the teachers and the administrators to be able to have a good discussion. The end result may be

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systems and explanations of investments that are clearer. Can we build some key and clear points on the K-12 continuum in the service of closing gaps in outcomes for kids? Paxson stated that she had some of the same concerns and questions and wanted to underscore that she appreciated that Scuder heard their voices about the analysis of the data. She noted that Emerson parents did not know that RtI² exists, and there is an unfortunate missar around that. Parents don't know how it works or how their kids can benefit from it. Bryant wanted to know what the plans were for multiple years and have the ability to understand all of it. She had tried to do it on her own but could not figure out what the bigger plan was.

11. For the Good of the Order

For the Good of the Order is time set aside for members to bring up items not discussed or addressed during the meeting.

Huchting passed out a handout from the New York Times entitled CALPERS Cuts Investment Targets, Increasing Strain on Municipalities dated 12/21/16 (downloaded 2/7/17). She noted that the teachers used the California State Teachers Retirement System/CALSTRS, and Karam noted that they knew what changes were coming.

12. Adjournment

The meeting was adjourned by acclamation at 9:29 p.m.

Minutes submitted by Linda Race, BSEP Staff Support