

P&O Committee Members Present:

Martin De Mucha Flores, Cragmont (Co)
Dawn Paxson, Emerson
Terry Pastika, Jefferson
Danielle Perez, John Muir (co-Chair)
Byron Pakter, LeConte
John Eknoian, Oxford
Carla Bryant, Oxford (Alt)

Weldon Bradstreet, Rosa Parks
Aaron Schiller, Thousand Oaks (Co)
Bruce Simon, King (co-Chair)
Shauna Rabinowitz, King
Catherine Huchting, Willard
Aaron Glimme, Berkeley High
Christina Balch, Independence Study

P&O Committee Members Absent*:

Bridget Bernhard, Arts Magnet (Alt)
Alex Makler, Malcolm X
Josh Chisom, Washington (Alt)
Stephanie Jpp, Washington

Ramona Coates, Longfellow
Laura Cho, Willard
Jose Luis Bedolla, Berkeley High
Ramal Lamar, BTA

*Alternates and coreps are not marked absent if another rep is present. Currently there is not representation from Pre-K.

Visitors, School Board Directors, Union Reps, and Guests:

Judy Appel, School Board Member
Donald Evans, Ed.D, Superintendent
Liz Karam, BSEP Senior Budget Analyst
Jay Nitschke, Director of Technology
Pasquale Scuderi, Assistant Superintendent for Educational Services

BSEP Staff:

Natasha Beery, Director, BSEP B S E 0 . 0 1 1 T c

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 (BAELA): Percent of Students Meeting or Exceeding Standard and (2015-16) Berkeley Unified School District Research Evaluation and Assessment (BAELA) 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 and did not know how long it had been going. It would be great to talk about how BSEP could support that.

Pakte asked if RtI² wasn't enough, was there summer school? He noted the disparity between kids in RtI² who may fall behind in summer while others are going to programs like Camp Galileo at Lawrence Berkeley and jumping way ahead. Then when kids come back in the fall, teachers are using RTI² to play catch up while the kids could have been in a program over the summer that would have caught them up. 2ersa07 T summeome

BSEP

Pastika asked if the site funds paid for an RtI² did that include benefits? Beery responded yes. Karam further stated that site funds augment what the District provides for RtI². Paktemoted that the footnote(e) had a lot of information in it. Could it be seen with more clarity somewhere else? Beery said it might be easier if it were reformatted in a way to see how each item was paid for. There is an opportunity in the new measure to setup the budgets differently. Karam stated that this information was intended as an overview, and more detailed information could be found in the BSEP Annual Report.

School Site Discretionary Program (Resource 0852): The carryover was highlighted. It is generally used to cover expenses other than teachers and staffing and is very flexible funding for sites to use.

Music, Visual and Performing Arts (Resource 0853) This resource currently has enough funding and will be revised for Second Interim.

Public Information, Translation, P&O Committee Support (Resource 0854): There was a slight revision because an open position was filled. There was a savings realized that would be used for a contract in development.

Professional Development (Resource 0855) This budget has been revised since First Interim. It includes Teacher Initiated Professional Development/TIPD money that members may have heard about at their SGCs.

Evaluation (Resource 0856): Karam noted that members could compare this budget to the plan (in the BSEP Binder), Title 01 Tw [Tw] The w [(t)-13(h)] Jca 30 3 (25) v. (03) F 1 (5) Algh (T) 0110333 (0T

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 Life Coaches, Snow Day, etc.)

FTE to do regroupings to avoid class size imbalances and give kids English or Spanish pure instruction at different parts of the day. The intention was that line item would not be there, but the principal had a different opinion on whether or not it should be here.

Beery stated that Measure E1 should be in the BSEP Annual Plan 2016-17 binder if not, copies will be distributed. The overarching purpose of Student Support is to "provide programs designed to provide effective supports and help students reach their highest academic potential while addressing the needs of the whole child. These revenues may be allocated to programs in any District-operated school for such purposes as counseling and behavioral health, family engagement & access and student achievement and strategies. The measure language gives to give the P&O Committee enough guidance for oversight along with enough flexibility to direct more funds where they may be needed.

n 1

