

BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES  
March 7, 2017  
BUSD Offices–Technology Room 126  
2020 Bonar Street Berkeley, CA 94702

P&O Committee Members Present:

Bridget Bernhard, Arts Magnet (Alt)  
Terry Pastika, Jefferson  
Danielle Perez, John Muir (co-Chair)  
Byron Pakter, LeConte  
Alex Makler, Malcolm X AO1 1 0 Td5 r,

2. Establish the Quorum/Approve Agenda

The quorum was approved with 13 voting members present. 12 voting members were required for a quorum.

MOTION CARRIED (Schoenfeld/Bradstreet): To approve the agenda of the March 3, 2017 P&O Committee Meeting. The motion was approved unanimously. hntj Potion

students were being served, how many students were of color, and how do the District measure progress to get a per unit cost? He wondered if any of those numbers were available. Scuder thought he could get the total number of kids who were regularly coming through the coordination of service teams. Scuder suggested to look at the high needs students who came through the coordination of service teams and look at composite inputs and outputs. He noted the District did not have that information and would have to build it. Glimme said a question is how to define being served by RtI<sup>2</sup>, because RtI<sup>2</sup> is not a program of services but monitoring students to try and help funnel into certain services. He gave an example of students in a fifth grade class not meeting reading targets. Through the RtI<sup>2</sup> process, the RtI<sup>2</sup> Coordinator may enroll half the 5<sup>th</sup> grade class for the next three weeks into an after school class. Should all those kids be counted or not? Eknoian stated he would like numbers to point to as a place to start. Pastika noted this might be discussed in the LCAP presentation.

Perez noted that the Committee needed to be careful about turning Public Comment into a discussion. If there were questions about the function of RtI<sup>2</sup>, Perez suggested that the members return to that during the course of the meeting.

#### 8. What do LCAP Supplemental Funds do for our Students?

Pat Saddler, Director of Special Projects and Programs

Saddler provided the following handouts:

- (What LCAP Funds Do For Our Students) LCAP Goals and budget (7 pages)
- Budget Development Calendar for 2017-18 (2 pages)

Beery introduced Saddler to the P&O Committee. She noted that the LCAP information to be shared was not the responsibility of this committee but added to the understanding of the larger picture, especially where LCAP and BSEP intersected.

Saddler thanked the Committee and stated that she would be sharing a brief overview with regards to LCAP. She stated that there would be an LCAP Joint Stakeholders meeting on March 16, 2017 at Longfellow Middle School Library to share mid-year data. Saddler invited the members of the Committee to attend and said that RtI<sup>2</sup> data would be part of the presentation.

She passed out the handout What LCAP Funds Do For Our Students, the document that describes the programs in more detail (see above) and requested that members look at it after her presentation. She gave a slide presentation and explained what the Local Control and Accountability Plan/LCAP provided for under the Local Control Funding Formula/LCFF. It is targeted to a specific population of students (English Learners/EL, Free and Reduced Lunch eligible, and Foster Youth). The students can be all three but they are only counted one time and are therefore called "unduplicated" students. Additional funding is provided for because historically in California and across the nation, they have been underserved. Since funding is provided for these students the District is required to do an LCAP plan. The LCAP uses California Longitudinal Pupil Achievement Data System/CALPADS data (<http://www.cde.ca.gov/ds/sp/cl>). Collection occurs on October 1 every year and provides total enrollment and the number of "unduplicated" students for each school. Saddler noted that she pulled out EL student numbers from the data because that was a special population group for BUSD. In 2015-16, there was a total of 9783 students. Of that number, 3777 were "unduplicated" students and 1042 were EL students.



- teams in Professional Learning Communities. These help participants to look at the 6-week cycle data, ask critical questions and learn data analysis skills (student progress, lesson intentions, did students already know or not know the information).
3. GOAL 3 – Safe and Welcoming Inclusive School Climate (approx. \$1.14M portion of LCAP)  
This includes:
    - Each school was given \$12K to contract with outside mental or behavioral health agencies. The City of Berkeley gives the elementary schools \$5K and with the LCAP \$12K funding the amount totals \$17K. Saddler noted that some sites provided funding for additional people to provide play therapy, anti-bullying groups and to address whatever students and families bring to the principal or the coordination of service team to get their needs met or a referral for a higher level of service as needed.
    - Saddler noted that Bob Nakamoto, K8 Coordinator of School Based Services (<http://www.berkeleyschools.net/departments/student-services/positive-behavioral-interventions-and-supports-pbis/>) works with all providers and all schools with Positive Behavioral Interventions and Supports/PBIS, Toolbox and Welcoming Schools. She noted that he was at the helm for coordinating that work as well as ongoing training for all those initiatives.
    - Bay Area Peacekeepers meets with students who commit suspendable offenses in grades 4-12. They provide mentoring and

answer one of four questions indicating they speak another language at home besides English, it automatically identifies them as an English Learner/EL.

- Glimme noted that Jefferson Elementary uses the intervention coordinator to monitor all the students in the school, keeping track and identifying them through those six-week cycles. He felt it worked well in that setting and made a difference for kids who needed support.
- Saddle added that they do a monthly update for LCAP servi-0.0 ~~sa~~

opposed to AVID which was a daily instructional program at all three middle schools and the high school. AVID was an elective course for students and required ongoing training and contact with AVID. The District contracted with local science organization like Lawrence Halbfors. ce 0 Tw ( )Tj -0.014 Tc 0.01

that washard toteaseout despitemarkingeverykid for every service they receive. Evans added that building the capacity of teachers comes from providing Professional Development.

9. Recommendation for BSEP Funds in FY 2017-18: CSR and Support for Teaching  
Pasquale Scuderi, Assistant Superintendent for Educational Services

Scuderi provided the following handouts:

- High Quality Instruction, Class Size Reduction and Support for Teaching Plan Overview: FY 2017-18 (4 pages)
- FY 2017-18 Class Size Reduction and Support for Teaching v01.07.17
- Berkeley Unified School District Class Size Reduction FT Planning Document, FY 2017-18 TT T Rounded Down for Three Classrooms 17-18 Enrollment- BTECH staffed at 5 on page 1 (2 pages)
- DRAFT – Working Document (Ed Services General Budget and Goal Alignment.xlsx) (4 pages)
- Support for Teaching: Professional Development Plan Overview: FY 2017-18 (4 pages)
- Support for Teaching: Program Evaluation, Plan Overview: FY 2017-18 (5 pages)

Beery stated that one of the P&O's big tasks was to review the CSR. This was the first reading for the Teacher Template and the second component, Support for Teaching, which includes Professional Development, Program Evaluation, Expanded Course Offerings/ECO, and Classroom Support.

Scuderi handed out the next slide ( .156 Td [(page)-4(s)4( )])Tj ( )Tj EMC /LBody <</MCID 31 >>BD







PD Coordinator thought were important and could report back on them.

Scuder noted the document detailed the PD expenses for the total expense of \$854K shown previously on the second page of the Teacher Template. He outlined the staffing and other expenditures. Being noted that there were funds left over from Measure A, they would be expended under the rules of Measure A and since the purposes for both measures were the same the transition would be seamless.

Questions and Responses:

- In response to Eknoian's question about cultural competency Scuder stated that it was about raising

Noting that the process began at the last meeting with talking in general about how this budget worked, she said the same would happen for Effective Student Support Fund that Scuderi would be presenting next.

At this time Co-Chair Perez asked for a motion to extend the meeting so they could hear the next presentation. A motion was made to extend the meeting to 9:45pm.

MOTION CARRIED (Pakter/Eknoian): To extend the P&O meeting to 9:45pm. The motion was approved by 8 members, with 2 e t 8 0 [ad 38F (1:)T z E x n

into middle schools because of the investment in counseling and because last year LCAP put \$300K into a Restorative Practices Counselor at each of the middle schools. That person was there to build capacity for staff for dealing with alternative forms of consequences and behavior management but also to case manage 30 to 40 of the most challenged kids. That was a choice that was made for the middle schools, and there are frequent questions about whether or not Family Engagement should be expanded. Schoenfelder noted that seemed to her that Family Engagement bridges school and home, reaches out to parents to be drawn into the school. It seems that it would be helpful for a TWI school. He felt they would have to revisit adding was dr.198 0 Td ( )Tj Hes