



Excellence • Equity • Engagement • Enrichment

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM
2020 Bonar Street, Third Floor
Berkeley, CA 94702
Phone: 644-8717 Fax: 644-8923

MEETING NOTICE

COMMITTEE: BSEP Planning & Oversight Committee
DATE: Tuesday, February 11, 2014
TIME: 7:00 p.m. Gavel down: 7:15 p.m.
LOCATION: 2020 Bonar Street, Room 126
Parking on street or in open lot at Browning and Addison St.

AGENDA

- 7:15 1. Call to Order/Introductions & Site Reports
2. Establish the Quorum/Approve Agenda
7:30 3. Chairperson's Comments (Chris Martin & Elisabeth Hensley)
4. BSEP Director's Comments (Natasha Beery)
[Action] 5. Approval of Minutes 01.28.14
6. Public Comment
7. Subcommittee Reports:
Library/Technology Subcommittee, Music/VAPA Subcommittee
[Presentation] 7:50 8. LCAP Budget & Regulations
(Javetta Cleveland, Deputy Superintendent)
[Discussion] 8:20 9. LCAP and BSEP: State Priorities and District Goals,
Focus on Family Engagement and School Climate
(Donald Evans, Superintendent and Natasha Beery, BSEP Director)
9:30 10. Adjournment

This meeting is open to the public and subject to the Brown Act.

Next P&O Meeting: February 25, 2014

Presentation: BSEP Revenue Projection & COLA for 2014-15
Study Session: LCAP, CSR and Site Plans

Next Subcommittee Meeting: Tuesday, March 4, 2014

Music and VAPA Subcommittee
7 pm, Willard Middle School, Room D19C

## BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES

January 28, 2014

BUSD Offices –Technology Room 126  
2020 Bonar Street, Berkeley, CA 94702

### P&O Committee Members Present:

Mike Wetzel, <i>Cragmont (Sub)</i>	Elisabeth Hensley, <i>King (co-Chair)</i>
Boyd Power, <i>Emerson</i>	Bruce Simon, <i>King</i>
Shauna Rabinowitz, <i>Jefferson</i>	Dawn Paxson, <i>Emerson/Willard</i>
Danielle Perez, <i>John Muir</i>	Margaret Phillips, <i>Willard</i>
Chris Martin, <i>LeConte (co-Chair)</i>	Aaron Glimme, <i>Berkeley High</i>
Catherine Huchting, <i>Malcolm X</i>	Larry Gordon, <i>Berkeley High</i>
Lea Baechler-Brabo, <i>Oxford</i>	John Lavine, <i>Berkeley High</i>
Juliet Bashore, <i>Rosa Parks (co-Rep)</i>	Catherine Lazio, <i>Berkeley High</i>
Keira Armstrong, <i>Washington</i>	Ramal Lamar, <i>B-Tech</i>
	Louise Harm, <i>Independent Study</i>

### P&O Committee Members Absent:

Moshe Cohen, <i>Pre-K</i>	Radha Seshagiri, <i>Thousand Oaks (Alt)</i>
Lily Howell, <i>Pre-K (Alt)</i>	Kim Sanders, <i>Longfellow</i>
Sergio Duran, <i>Arts Magnet</i>	Ellen Weis, <i>Longfellow</i>
Tim Frederick, <i>Cragmont</i>	Austin Lloyd, <i>BHS (Alt)</i>
Darryl Bartlow, <i>John Muir (Alt)</i>	Orlando Williams, <i>BHS (Alt)</i>
Yusef Auletta, <i>LeConte (Alt)</i>	
Dan Smuts, <i>Rosa Parks (co-Rep)</i>	
Patrick Hamill, <i>Thousand Oaks</i>	

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

Richard Boyden, *BHS Athletic Fund*  
Mark Coplan, *BUSD Public Information Officer*  
Donald Evans, *BUSD Superintendent*  
Jay Nitschke, *Director of Technology*  
Julie Sinai, *Board Member*

### BSEP Staff:

Natasha Beery, *BSEP Director*  
Valerie Tay, *BSEP Program Specialist*  
Linda Race, *BSEP Staff Support*

## 1. Call to Order, Introductions & Site Reports

At 7:15 p.m. Co-chair Chris Martin called the meeting to order by welcoming attendees, and by asking P&O members to give a brief update on School Governance Council activity at their sites.

**2. Establish the Quorum**

The quorum was approved with 16 voting members initially present. 13 voting members are required for a quorum.

**3. Chairperson's Comments**

*Chris Martin and Elisabeth Hensley*

No comments were given at this meeting.

**4. BSEP Director's Comments**

*Natasha Beery, BSEP Director*

Beery provided the following handout: *BSEP Measure Planning Draft Timeline, Updated 1.21.14, Donald Evans, Natasha Beery, Josh Daniels, Julie Sinai*

Beery stated that the Board pulled the BSEP Annual Report for 2012-13 and First Interim for 2013-14 for discussion from the January 15, 2014 Board meeting and rescheduled it for discussion on February 12, 2013. Beery believes that there were some concerns, especially for the sustainability of the VAPA budget, which the P&O Committee has discussed. The Music/VAPA Director, Suzanne McCulloch will be away the week of February 12, but the Board will be hearing a presentation focused on VAPA funding for March 26. Beery noted that pulling the Report for discussion is a good thing; it means the Board is interested in discussing the trajectory of the BSEP funds.

Beery shared with the committee that she and Charity DaMarto, Director OFEE, attended an event called *Budget Games: Innovations for Civic Engagement*, hosted at Adobe in San Jose, January 17, 2013. While she did not feel the online format would work for district use, there were some aspects of the event she thought would be useful: getting people to see things from the perspective of different stakeholders, and weighing the trade-offs between budget priorities. Beery discussed with Neil Smith, Superintendent for Educational Services, the possibility of using the technique for the first meeting of the Parent Advisory Council on LCAP.

Beery has been working with Debbie D'Angelo, Director of Evaluation and Assessment, to create a district-wide survey that sites can use or customize. According to Beery, gathering information to feed into site plans will be challenging given the uncertainties around budgeting due to the LCAP this year. Beery and D'Angelo will attend the Principal's meeting 1-29-14 and share with them a core survey that contains seven questions that the Board directed sites to ask in order to assess school climate and student and parent engagement district-wide. These questions will be used to assess the Parent Outreach/Liaison pilot. The assessment will compare before and after information between sites, some of which have parent engagement/liaison programs and some that do not. Last year, the questions were included in the SGC surveys but were adapted, moved and in some cases, duplicated.

This year, some of the schools would like to provide alternatives to surveys, such as community forums and focus groups. A basic survey will be offered to sites that want to use it, or they can carefully incorporate the core questions into their own survey. There needs to be a balance between getting district-wide information while providing autonomy to the sites, gathering data that is useful while not overwhelming parents with something that is too long to complete. Next year the plan is to have an SGC training workshop on surveys - creating a good survey and how to look at data. Schools have used their surveys to ask specific questions about programs they are contemplating funding through discretionary funds, PTA funds or BSEP funds, and it's important to have well-constructed questions.

Beery noted that we will probably not know soon enough what the district will fund or what BSEP will fund in order to tailor surveys in that direction. Beery stated that this will be an evolving process and a complex year as the district interprets the new state funding regulations, looks at the district-wide budget, and works with the sites and all of the committees that are a part of the LCAP process, so that sites can finally make their decisions. All of those decisions will be made over the next few months.

Beery presented the *BSEP Measure Planning Draft Timeline, Updated 1.21.14*. The Superintendent called a preliminary planning meeting with Beery, Josh Daniels, Julie Sinai, and they made a few changes to the calendar. P&O Co-chairs Chris Martin and Elisabeth Hensley will be included in a follow-up meeting in February to begin putting together a P&O subcommittee or a steering group that will help shepherd this process forward. Sooner or later, there will be discussions as to whether and when to engage a consultant and survey community and stakeholders. In the past, there was a city-wide survey done before the measure launched, and there is some interest in doing an internal district-wide survey as an earlier step.

Beery thanked Follansbee and Cleveland for coming to the P&O Meeting. Pauline Follansbee, Director of Fiscal Services, has come in past years to present the “Teacher Template” in relation to the planning the budget. In conjunction with Director Follansbee’s presentation, Deputy Superintendent Javetta Cleveland was attending to provide a brief overview of Class Size Reduction in conjunction with LCAP. On February 11, 2014, Cleveland will return to do a more complete overview of all of the elements of LCAP. The point of tonight’s presentations is to provide the P&O Committee with an understanding of the CSR budget, which is 2/3 of the BSEP monies, from the perspectives of the “Teacher Template” for planning and what that represents in the context of BSEP and LCAP.

Co-chair Martin requested that the original agenda items 5, 6, and 7 be moved to the end of the meeting, so that Follansbee and Cleveland could make their presentations (agenda items 8, and 9) earlier in the meeting.

## **5. BSEP Class Size Funds and “Teacher Template” Presentation**

*Pauline Follansbee, Director of Fiscal Services*

Follansbee provided the following handout: *BSEP Teacher Template “Cheat Sheet” v.2014-01-28*.

Follansbee stated that the Teacher Template is a tool that is used to determine teacher staffing in the classrooms. The first page, “Part 1 of the Teacher Template,” presented the background for the Teacher Template. The Teacher Template is a budgeting tool which uses grade level and school enrollment to calculate teacher staffing levels. The matrix shown on the first page shows the formulas used to determine Class Size by the General Fund share, the Measure A (BSEP) share and Teacher Release Time as needed. Once the BSEP contribution to FTE is determined, it is multiplied by the average teacher compensation to come up with the amount transferred from BSEP to the General Fund every year. Follansbee stated that it is actually more complicated when putting into practice.

Next, Follansbee walked the committee through how classroom staffing works: “Example and Walk Through of Part 1.” The first of three pages presents “Staffing Enrollment by Grade.” For Kindergarten, the General Fund provides for Teacher FTE at a ratio of 34:1, which equals 22.76 FTE. In order to bring class sizes down to 20:1, BSEP Measure A provides for 15.94 FTE, and to that is added “Necessary FTE” (a rounding mechanism that is an additional amount to insure a round number) of 0.30 FTE. The same thing is done for Grade 1, and the only difference is that is where Release Time comes into

play. So for the Grade 1 FTE, the General Fund picks up 21.47 FTE, and Measure A picks up 15.03 FTE. For the Release Time FTE for Grade 1, the General Fund picks up 0.86 FTE and Measure A picks up 0.60 FTE. In addition, there is an adjustment for Grades 1-3 for Necessary FTE of 2.60. For the K-5 Totals, the General Fund picks up 132.86 FTE and Measure A picks up a total of 77.92 FTE (74.17 + 3.75 Necessary FTE). This exercise is continued for the Special Day Class as well. Their ratios are different but tied to the original ratio.

Middle school FTE numbers start at the bottom of the first page and continues on to the second page. For Grades 6-8, the General Fund picks up 62.47 FTE in the first column and Measure A picks up the next two columns for a total of 18.35 FTE.

The total for Grades 9-12 are shown as well. District-wide, based on projected enrollment of 9,070 for 2013-14, the General Fund Picks up 296.50 FTE and Measure A picks up a total of 131.53 FTE. These numbers do not include Pre-school. The FTE does include Transitional Kindergarten. Independent Study is included as part of the High School numbers.

Follansbee presented the third and last page of this section, "BSEP/Measure A Projected Expense for CSR." For the FTE Average Compensation, the FTE from the previous page is multiplied by the average compensation. BSEP also contributes to some of the Average Substitute Costs and Direct Support. The total BSEP transfer is \$11,925,900. **The summary is shown below with the total FTE of 131.53 and 2012-14 Budget of \$11,925,900.**

Follansbee presented "Part 2 Discretionary Staffing" for 2013-14. Discretionary Staffing includes staffing for Expanded Course Offerings at BHS and the Middle Schools, Middle School Counseling Services and Program Support (shown on the first and second pages). **The Total Discretionary staffing is 34.3 FTE and a total cost of \$3,063,560. The total projected BSEP/Measure A expense for 2013-14 for 165.83 FTE is \$14,989,460.** Because calculations of FTE are made for the following year, these estimates are revised at First Interim when there are actuals.

In response to a question about the General Fund picking up a portion of the ULSS/RtI<sup>2</sup>, Follansbee stated that will be an ongoing discussion every year. Beery reminded the committee that the Measure says that the funds go to Class Size Reduction first; after that, the funds will go to Expanded Course Offerings, Middle School Counselors and Program Support. These additional expenses are not done by a formula in the same way as CSR FTE. Last year, retroactively, the General Fund picked up a portion of the RtI<sup>2</sup>. It is not anticipated that the General Fund will pick that up this year. Cleveland clarified that last year, when the books were closed, the district had to meet a Maintenance of Effort (MOE) requirement for Special Education to show that the same amount was expended in the current year as in the previous year. The district made the decision to move some costs that would qualify as Special Education costs back into the budget as a one-time transfer. Cleveland is not sure there would be the same level of savings this year, depending on a number of factors. Baechler-Brabo added that the 5.5 FTE for both the K-5 and 6-8 was added during budgetary crunch times and at that time, there was some discussion as to whether it was one-time or ongoing aid. Cleveland recalled that it was also a programmatic issue around BSEP providing more support for students of need. Martin asked for a further explanation of the funding. Cleveland stated that at one time, RTI<sup>2</sup> was not a part of BSEP, so it was not an issue. Cleveland said that when she arrived in the district, Special Ed costs were going up \$800,000/year. The district brought in someone who was very instrumental in balancing the budget. Last year was the first year that the Special Ed budget came in under budget. Many factors are involved in the costs for Special Education.

When asked, Cleveland confirmed that B-Tech funds are calculated separately in the teacher transfer and that B-Tech does receive its share of Class Size monies. Follansbee confirmed that the General Fund pays for teachers under “Page 1” and then BSEP transfers monies into the GF and “Page 2” is paid directly from BSEP. Beery confirmed that BSEP also allows for B-Tech and Independent Study to receive allocations for 150 students even though they may not have that number of students, based on the understanding they have different needs. Glimme stated that while the high school receives funding for 28:1, B-Tech receives funding for 18:1 staffing ratio. Follansbee and Cleveland added that Special Ed at B-Tech is staffed through Special Ed as needed, and staffed at a higher level than enrollment. Cleveland stated that if there were no State CSR funding or BSEP support, the class size ratio would be 50:1 with the current level of district funding. Beery said that BSEP funding has qualified BUSD for state CSR funding that the district may not receive at previous levels because of the LCFF changes which will now reward 24:1 rather than 20:1 for K-3. Paxson asked if TWI funding follows the kids, but Martin clarified that the other schools might need the support for more years, at least 3-5 years. Nitschke mentioned that the state budget rolls class size reduction into the base grant. Beery brought up that the calculation of release time for K-6 is in the teacher contract and that may be discussed as the VAPA issues move forward. Beery also clarified that each of the BSEP budgets includes indirect costs (overhead costs) that gets paid directly to the district.

**6. BSEP and State Funds Class Sized Reduction Issues Presentation**

*Javetta Cleveland, Deputy Superintendent*

Cleveland provided the following handouts: *Local Control Funding Formula and the Local Accountability Plan LCAP–2012-13* (PowerPoint Presentation Slide hardcopy) and *LCFF Funding Increase Over 8 Years Bar Graph*

Cleveland repeated that she wanted to focus on the funding side of the LCAP, and she would return on February 11, 2013 to discuss more of the academic side of the formula, how the district is approaching LCAP and to get more input from the P&O Committee on LCAP. Cleveland presented a 12-slide PowerPoint on LCAP and provided a 7-page hard copy. The new funding formula increases transparency as to how school districts spend their money and provides a mechanism for engagement with stakeholders. It places less restrictions on the funding and holds districts locally accountable for how the funding is expended towards supporting targeted student groups: Low Income Students (Free & Reduced Lunch), English Learners, Foster Youth as well as Students with Disabilities and certain Racial and Ethnic Groups. The State money will be funded in base and supplemental funding. This does not impact any Federal funding. The additional funding will be provided to the District over an 8-year period to get the district back to 2007-08 levels by year 2020-21, with a Cost of Living Adjustment. Cleveland elaborated on slide 4 “LCFF – Increase of \$15.9M by 2020-21 to get us back to 2007-2008 funding” that showed the entire gap at \$15.9 M. It will not be known how much will be given each year; it will depend on the passage of the state budget each year. The new formula, “LCFF Target,” shows the district will continue to get \$5.2M for home to school transportation. It also shows that CSR will be sharing \$2.6M with CTE (Career Technical Education funding that did not exist in the old model) and will be rolled into the base grant. (Cleveland showed it on the graph separated out for clarification.) The supplemental grant funding will be \$5.9M for the targeted populations in BUSD. Cleveland noted that the new formula requires an LCAP, which she will talk about at the next P&O meeting.

Slide 5—"LCAP" outlined what must be included in the LCAP. The budget will be tied to the annual goals and indicators through a district-wide plan.

Slide 8—"LCFF 2020-21 Entitlement Calculation" shows how much the district will receive based on target populations per student. The 42% Supplemental (of the 20%) shows the amount of funding per student.

The state is requiring a ratio of 24:1 for class size ratios for funding at each school site, not a district-wide average. Berkeley's funding will be reduced to \$1.9M. The Class Size Average is required but is not a concern for BUSD because the district is currently maintaining 20:1. The difference of \$700,000 for the current school year was funded through base grant funding. In the future, there will be a discussion of what the district will support in class size.

Beery clarified that there are multiple intersecting issues: logistical issues, interpretation of the Measure issues, trade-off issues, and decisions around base and supplemental funding. Beery quoted from the Measure: (Section 3.A.ii) "Average class sizes in the K-3 grades shall be reduced to 20:1 as long as state class size reduction funds are provided for that purpose at a level not less than currently funded by the State." This group may have a debate about whether or not BSEP could step into provide additional funding due to the state providing \$2.6M rather than \$1.9M in CSR funds. If the BSEP fund does so, this would take away funding that would otherwise be available for discretionary funds such as Expanded Course Offerings and Program Support, also called "CSR Page 2." Meanwhile, there are decisions being made at the district level about BSEP "Page 2" funding, as to whether some might be funded by the district as base and supplemental. There are issues around "supplemental" and "supplanting." In addition, there are the logistics around 20:1 and 24:1 and Beery mentioned the impacts this might have on the numbers of teachers and use of facilities. Beery turned to Jay Nitschke to address the logistics around class size numbers, and he responded that hypothetically, if the district went to 24:1 next fall (which is not being planned), it would only be in K that that would happen. If you assume the same (enrollment) numbers as this year, you would only save \$.5M and open up 6 classrooms. You would only be doing it for one grade level one year and then two grade levels the next year and so forth. And while you save \$.5M a year the first 4 years, years 5 and 6, you will be buying down those classes.

Superintendent Evans added that these complicated issues are being reviewed at the district level, hopefully it will come together and there will be suggestions for the Board. The thought is to look at how these things will impact not only BSEP, but also LCAP, and how they will intersect.

Paxson brought up that past parents' concerns were around the 20:1 ratio for K-3. That was one of the many pieces of why it came to the voters, and she felt that it was interesting and fortunate that as the Measure "sunsets", the district will be looking at the class size ratio. Beery added that the demographic study would be shared at the next Board meeting with a forecast of continued growth in the district at a similar rate. For the next few years, the district may grow at a rate of 150-200 students per year.

Lazio asked about supplemental funding for targeted students: was there an opportunity for sites that may be paying for programs that support the targeted students to have those costs picked up by the district? Cleveland stated that the district is supposed to increase or improve those services and demonstrate that in the LCAP, and that is an issue for some parents who think that things will not change. Martin stated that the same group (of parents) would feel very strongly that BSEP has picked up funding for things that the General Fund should be funding going forward.

The template for how to use the funds focuses more on student outcomes. Sites often dedicate site funds to targeted students, but funds also come from PTA. Lamar stated that the parents and students at B-Tech want to know how the district determine the allocation of LCFF funds and how much will B-Tech get? Cleveland stated that the LCAP is not necessarily structured for allocating money to specific schools and referred to slide 10 which shows how stakeholders will be engaged in expressing their interest in how the funds are used. The funds are allocated district-wide, and B-Tech has those targeted students and the LCAP will be supportive of B-Tech. Lamar stated that there was a high concentration of targeted students at B-Tech. Beery stated that LCAP has to have measures and outcomes for the targeted students, so funds allocated to B-Tech would need to demonstrate by the way the funds and services are allocated that there is a focus on improved outcomes for specific target groups.

The dates for the public LCAP meetings are noted in the master calendar and on the district's website calendar. The LCAP summary timeline is the last slide of the presentation.

**7. Approval of Minutes: January 14, 2014**

**MOTION CARRIED (Lamar/Glimme):** To approve the meeting minutes of the January 14, 2014 P&O Committee Meeting.

The motion was approved with a showing of 10 hands, with no objections, and 6 abstentions.

**8. Public Comment**

Keira Armstrong noted that the Garden meeting was positive but that it was pulled from the Board meeting agenda.

**9. Subcommittee Report: Parent Outreach & Public Information**

*Natasha Beery, BSEP Director*

Beery provided the following handout: *Public Information and Parent Outreach Goals.*

Beery announced that this coming Thursday, January 30, 2014, there would be a joint meeting of the Technology and Library Subcommittees in the BSUD District Offices in Room 126.

Last Thursday, January 23, 2014, there was a joint meeting of the Parent Outreach and Public Information Subcommittees. It was well-attended and included some members of the P&O Committee and the public. Beery referred to her handout, stating that she shared the goals of Public Information and Parent Outreach in relation to BSEP, BUSD, and LCAP on page 1. Parent Engagement is one of the key state priorities in the LCAP and one that the district is already addressing, primarily through BSEP. This is a place where supplemental funding could arrive, because if the supplemental funding is targeted for families that are underserved or less engaged, then there might be a model that we've begun with BSEP that could be expanded through supplemental funding. Beery stated that the group discussed how to provide sites with more supports as listed in "Activities, Programs and Services."

Communications and Parent Outreach shared a lot of themes as shown in the handout. Beery noted that Charity DaMarto, Supervisor OFEE, will be reporting to the Board on February 12, 2014 on the Family Engagement and Equity pilot program. She will also discuss potential models for Parent Outreach continuation or expansion. Beery will be at the same Board meeting to deliver the BSEP Annual Report and information on BSEP funds in general.

Beery asked for feedback from the P&O Committee regarding Public Information and Parent Outreach. Paxson empathized with parents who need translation for things like IEPs and especially for parent teacher meetings. Beery confirmed that her office was receiving calls for this type of support to parents and school sites. Two of the languages often asked for are Spanish and Arabic.

Bashore wondered if the *A+ News* could be a place for public comment. There was a brief discussion about internet forums for public comment. Hensley agreed that the conversation should not be one way and there should be an effort around 2-way communication with the public, but that it should be moderated. Huchting mentioned that it could be monthly or weekly meetings in the schools (like the mayoral primary) and that the public could talk for 3-5 minutes. It would be good to record or keep a record of it so that we could track the bulk of the responses on various subjects within BSEP. She felt it's important to hear from the public on a regular basis. Beery stated that a community forum was used in December to launch the LCAP process, and it was very well-attended with over 60 people in attendance. The community was asked to submit their thoughts and ideas about the eight State Priorities to help students. The information was gathered and posted on the website. Beery tries to keep BSEP and the next measure in mind as the conversation around LCAP continues.

In response to a question from Wetzel regarding parent liaisons, Beery stated that the BSEP subcommittees are intended to inform the development of the BSEP annual plan and at the same time, the BSEP planning process takes place in a conversation with the staff and the Board about what might be possible. The piece about the parent liaisons budget doesn't go to the board until May (along with all of the rest of the budgets). Meanwhile, the site plans are being developed, and there needs to be a very close dialogue between the principals, district, Board, P&O, and SGCs, so that while intersecting decisions are being made, such as the parent liaison decision, the information gets to the sites in a timely way. The best guess she has is that the SGCs will have to come up with a priority list for their discretionary funding decisions. Martin stated that he felt that it would be a multi-year process to get the process to the right place and feel comfortable with it.

Beery outlined the interlocking decisions about budgets and LCAP:

- March—the CSR will have to be discussed to determine teacher numbers for HR
- April—Library, Music/VAPA will require lengthy discussions at the same time the LCAP draft is due
- May—development and revisions to other budgets, LCAP draft
- June—all the BSEP budgets and LCAP goes to the Board, public forum.

Lamar noted that “PCAD support at every site” was listed in Parent Outreach. Beery confirmed that was something that Charity DaMarto was planning as well as providing ELAC support at every site. Beery will put Lamar in touch with DaMarto so that he can send suggestions.

## **10. Adjournment**

The meeting was adjourned by acclamation at 9:20 p.m.

# Public Information and Parent Outreach Goals

B  
S  
E  
P

## Public Information

provide...**public information, translation services** for District families and **support of the Planning and Oversight Committee**

## Parent Outreach

provide....a variety of services to support the families of Berkeley's public school students by providing **parent education** and promoting greater **parent involvement** in their children's education.

B  
U  
S

## Cultural and Linguistic Relevance

Ensure that all systems are **culturally and linguistically responsive** to the needs of our students and their families.

## Family/Community Engagement

Establish **partnerships with our families and community** to increase academic success for all students. (Parent Liaisons, Vision 2020)

L  
C  
A  
P

## Parent Involvement / School Climate

Efforts to seek **parent input in decision-making**

**Parent participation in programs** for target and special needs subgroups  
...degree to which students report a sense of **safety and school connectedness**

Supplemental funding focused on **English Learner, Low Income, and Foster Youth**; plans must include focus on outcomes for numerically significant subgroups (**race/ethnicity, students w/ disabilities**)

# BSEP Annual Plan

## Public Information, Translation and P&O Support

### Purpose

provide...**public information, translation services** for District families and **support of the Planning and Oversight Committee**

### Objectives

- a) Provide timely, informative and meaningful communication to the Berkeley community about District programs and activities;
- b) Provide information to the District's non-English speaking families to improve understanding of and promote access to programs and services for district families;
- c) Support the BSEP Planning and Oversight Committee in its stewardship of the BSEP funds;
- d) Support program managers in the strategic development and financial oversight of BSEP funded programs, and develop a thorough understanding of BSEP programs among district and school staff and teachers;
- e) Train and support School Governance Councils and the BHS BSEP Site Committee to ensure compliance with state and local fiscal oversight and to improve the effectiveness of school site decision-making.

# BSEP Annual Plan

## Public Information, Translation and P&O Support

### Purpose

provide...public information, translation services for District families and support of the Planning and Oversight Committee

### Objectives

- a) Provide timely, informative and meaningful communication to the Berkeley community about District programs and activities;
- b) Provide information to the District's non-English speaking families to improve understanding of and promote access to programs and services for district families;
- c) Support the BSEP Planning and Oversight Committee in its stewardship of the BSEP funds;
- d) Support program managers in the strategic development and financial oversight of BSEP funded programs, and develop a thorough understanding of BSEP programs among district and school staff and teachers;
- e) Train and support School Governance Councils and the BHS BSEP Site Committee to ensure compliance with state and local fiscal oversight and to improve the effectiveness of school site decision-making.

# BSEP Annual Plan

## Public Information, Translation and P&O Support

### Objective

a) Provide timely, informative and meaningful communication to the Berkeley community about District programs and activities. *<focus on target families?>*

### Activities, Programs and Services

- Continue to address recommendations of Communications Plan, which may include:
- Identify best practices for dissemination of information to school sites and key communicator and stakeholders,
  - Assist school sites and departments in developing communications best practices with website, print and email communications,
  - Conduct analytic review of district website and email metrics to focus on top priority content and channels,
  - Enhance the A+ email and print newsletter to include tips for parents,
  - Consider two-way communications opportunities, including a help line,
  - Shift paradigm from public information model to strategic communications model, address “hot button” issues proactively,
  - Review Top Content and FAQ areas each summer to provide strategic annual focus,
  - Establish protocols for responsiveness, complaint resolution and responsibilities, look at ombuds model within communications and/or parent outreach framework,
  - Increase public awareness, interest and understanding of BSEP funded programs, and make BSEP more visible at public and school events.

# BSEP Annual Plan

## Parent Outreach

### Purpose

provide....a variety of services to support the families of Berkeley's public school students by providing **parent education** and promoting greater **parent involvement** in their children's education.

### Objectives

- a) Create a welcoming school environment for all families;
- b) Provide targeted outreach and support to families of target students in need of academic, behavioral, and emotional support;
- a) Increase the involvement of parents/guardians of target students in the school's leadership committees (ELAC, SGC, and PTA).

# BSEP Annual Plan

## Parent Outreach

### Objective

c) Promote parent involvement in the education of target students through improved outreach and services;

### Activities, Programs and Services

- Contact every family with a student [below basic, absent/tardy] at least once per semester;
- Invite every parent from target groups to attend annual event;
- Establish African-American family parent group at each school;

# BSEP Annual Plan

## Public Information, Translation and P&O Support

### Objective

b) Provide information to the District's non-English speaking families to improve understanding of and promote access to programs and services for district families.

### Activities, Programs and Services

Examine District and school site demands for translation and interpretation in order to determine how to provide high quality and timely support for district and site needs for translation and interpretation in Spanish and other languages

# **BSEP Measure Planning**

*Draft Timeline*

Updated 1.21.14

*Donald Evans, Natasha Beery, Josh Daniels, Julie Sinai*

---

## January-June 2014

### **Strategic Planning Process Begins**

- Strategic Planning Overviews with Supt, BSEP Director, P&O
- Update Board on Draft BSEP Measure Planning Timeline March 12, 2014
- Alignment of LCAP and BSEP Timelines and Process January-May 2014
- *BSEP Annual Plan for 2014-15 to P&O Feb-May, to Board May-June*

## September 2014-December 2014

### **Initial Work with Key Groups**

- Steering Committee (work with consultant?)
- Structural Issues with current measure?
- Bring together information and recommendations of key groups and individuals as background for large-scale community processes
  - Sept: Update to Board, parameters for stakeholder meetings
  - Fall: Stakeholder meetings, preliminary poll?

## January-June 2015

### **Continued work with focus groups**

- Continued Focus Group meetings on Purpose and Structure of Measure
- Recap in May/June
- *BSEP Annual Plan for 2015-16 to P&O Feb-May, to Board May-June*

## Summer 2015:

### **Planning and Preparation for Large Community Processes**

## Fall 2015:

### **Community Process Begins**

- Build on the work of small groups in 2014-15
- Clarify purpose of community meetings
- Identify major purposes of the Measure (iterative process) by Nov 2015

January 2016:

**School Board considers key decisions:**

- Tax Rate
- Allocations to each purpose of the new Measure

April 2016:

**Draft Measure to Board**

Late Spring 2016:

**Public Opinion Survey(s) – push poll / scientific poll?**

- Test proposed tax rate and educational purposes
- *BSEP Annual Plan for 2014-15 to P&O Feb-May, to Board May-June*

June 2016:

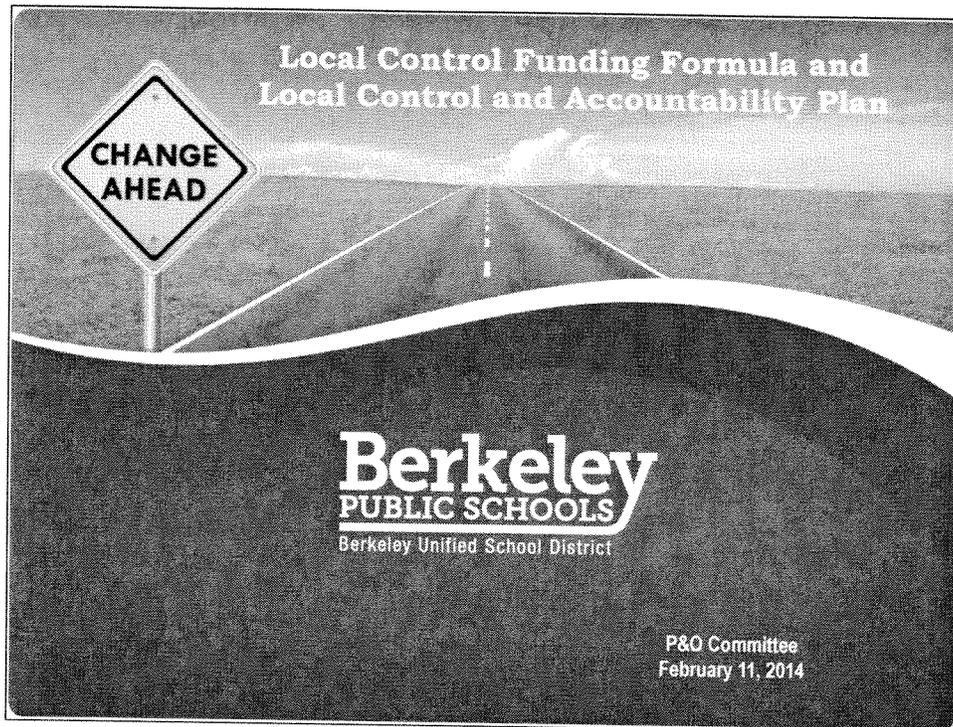
**Final version of Measure**

- Adopted by School Board

November 2016:

**Ballot Measure**

---



## New State Budget Priorities

- Governor Jerry Brown has made progress in addressing long-standing budget problems:

**Proposition 30** enabled California to avoid further cuts to education, and increased funding;

The **State Budget** is legitimately balanced for the first time since 2002;

**Common Core State Standards (CCSS)** have been adopted;

A new **Local Control Funding Formula (LCFF)** increases funding to schools, including supplemental funding for high need students.

Excellence • Equity • Engagement • Enrichment

Berkeley  
PUBLIC SCHOOLS

## Local Control Funding Formula (LCFF)

- **LCFF increases funding over a period of eight years**  
This only brings the district to the funding level it received prior to the 2007-08 budget cuts (including a cost of living increase);
- **LCFF improves funding equity**  
Increased "base" funding is given to all districts; while "supplemental" funding is provided according to the percentage of high need students, defined as those who are fall into one or more of these categories:
  - **Low Income** (eligible for free/reduced lunch)
  - **English learners**, or
  - **Foster Youth**
- **42% of BUSD students are eligible to be counted** for supplemental funding ;
- By 2020-21, BUSD funding is expected to increase by about **\$15.9M annually**, of which **\$5.9M** will be **supplemental grant funding** for high-need students.

Excellence • Equity • Engagement • Enrichment

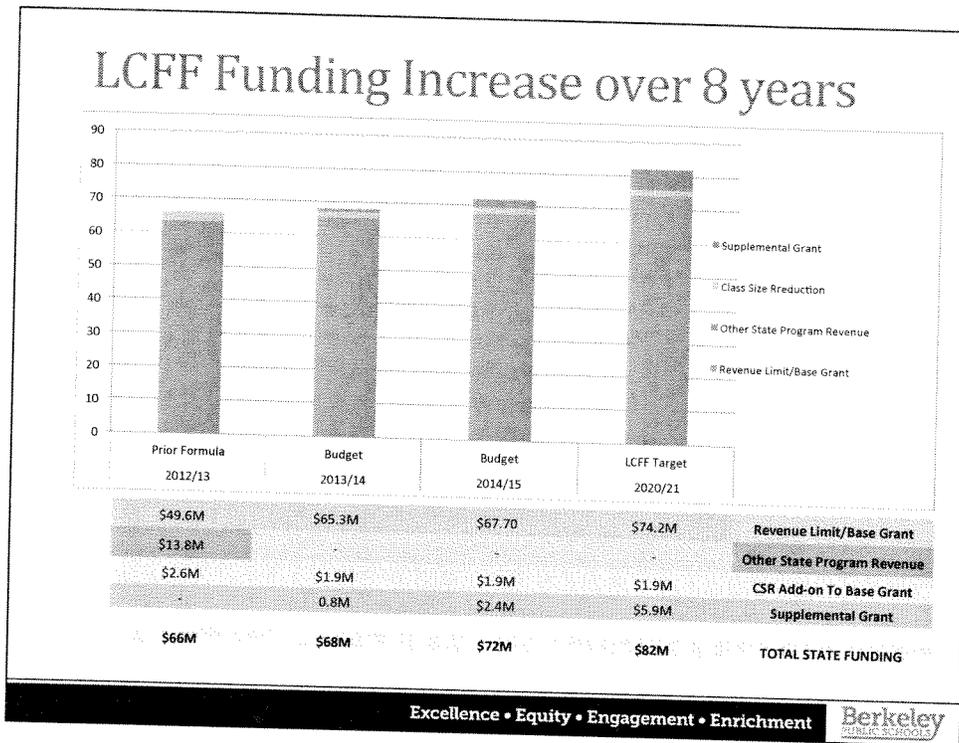


## Class Size Reduction Funding

- There is a change in the funding from the state for Class Size Reduction (CSR) in grades K-3:
  - The state funding was for class sizes of 20:1, now it's **24:1**
  - The state funding is reduced from \$2.6M to **\$1.9M**
  - The difference of \$.7M is now part of the base grant
  - The District will need to decide whether to allocate the \$.7 million from the unrestricted base grant in order to maintain K-3 class sizes of 20:1.

Excellence • Equity • Engagement • Enrichment





### LCFF 2020-21 Target Calculation

based on 2014-15 budget estimates

Factors	K-3	4-6	7-8	9-12
<b>Adjusted Base Grant per ADA, incl. CTE and CSR</b>	<b>\$7,741</b>	<b>\$7,117</b>	<b>\$7,328</b>	<b>\$8,712</b>
<i>20% of Base is used to calculate the Supplemental fund</i>	\$1,548	\$1,423	\$1,465	\$1,742
<b>Supplemental Grant based on 42% unduplicated count*</b>	<b>\$650</b>	<b>\$598</b>	<b>\$615</b>	<b>\$732</b>
<b>Total 2020-21 LCFF target entitlement grant per ADA</b>	<b>\$8,391</b>	<b>\$7,715</b>	<b>\$7,943</b>	<b>\$9,444</b>

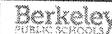
*\*The supplemental funding is calculated by multiplying the base grant per grade range by 20%, and then by the percentage of "unduplicated" students.*

Excellence • Equity • Engagement • Enrichment

## Local Control and Accountability Plan: LCAP

- The Local Control Funding Formula (LCFF) requires the creation of a **Local Control and Accountability Plan (LCAP)**
- The LCAP is a three year plan, due July 1, 2014.
- The District's LCAP must include a description of the following:
  - Annual Goals and Progress Indicators** to measure student outcomes
  - Actions, Services and Expenditures** designed to improve student learning
  - Process used to Engage Stakeholders:** parents, teachers, administrators, staff, students, unions, and others
  - Focus on the Eight State Priority Areas** (together with Local Priorities)

Excellence • Equity • Engagement • Enrichment



### The State of California's Eight Priority Areas

with metrics for assessing progress

#### Conditions of Learning

##### Basic Services

- Percentage of properly credentialed teachers
- Student access to standards-aligned instructional materials
- Facilities in good repair

##### Implementation of State Standards

- Implementation of academic content and performance standards for all students, including English Learners

##### Course Access

- Pupil enrollment in a broad course of study that includes all required subject areas

#### Pupil Outcomes

##### Pupil Achievement

- Performance on standardized and district tests
- Score on Academic Performance Index
- Share of Students who are college and career ready
- Share of English learners who become English proficient
- English learner reclassification rate
- Share of pupils that pass AP/IB exams

##### Other Pupil Outcomes

- Other outcomes as determined by local priorities

#### Engagement

##### Parent Involvement

- Efforts to seek parent input in decision-making
- Parent participation in programs for target and special needs subgroups

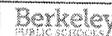
##### Pupil Engagement

- School attendance rates
- Chronic absenteeism rates
- Middle and high school drop-out rates
- High school graduation rates

##### School Climate

- Pupil suspension and expulsion rates
- Local measures, including surveys of pupils, students and teachers on safety and school connectedness

Excellence • Equity • Engagement • Enrichment



## Which students are monitored in the LCAP?

- **All Students:**

*the plan shall improve the performance of all students in the state priority areas*

- **High-Need Students:**

*the supplemental funding shall be used to increase or improve services for:*

**Low Income Students**

**English Learners**

**Foster Youth**

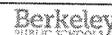
- **Numerically Significant Subgroups**

**Students with Disabilities**

**Racial/Ethnic Groups** *(if there are 30 or more students in the district):e)*

- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or more races

Excellence • Equity • Engagement • Enrichment



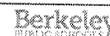
### VISION:

**All students will meet state academic targets**

**Increase the Academic Performance Index to meet the state target of 800**

Academic Performance Index	Growth API 2013	Growth API 2011	Difference
All Test Takers (Gr. 2-11)	821	790	↑ 31
Black or African American	675	643	↑ 32
Hispanic or Latino	766	744	↑ 22
White	925	908	↑ 17

Excellence • Equity • Engagement • Enrichment



**VISION:**  
**Every Child Will Read Proficiently**  
*Increase the percent of students reading proficiently by the third grade*

District Reading Assessment	% of 3 <sup>rd</sup> graders meeting target in 2013	% of 3 <sup>rd</sup> graders meeting target in 2011	Change in percentage points
All Third Graders	72%	60%	↑ +12
Black or African American	50%	41%	↑ +9
Hispanic/Latino	51%	31%	↑ +20
White	90%	82%	↑ +8

SUSAN HARRIS

Excellence • Equity • Engagement • Enrichment 

**VISION:**  
**Every Child Will Be Safe, Responsible and Respectful**  
*Decrease the percent and disproportionality of students who are suspended from school*

Students Suspended from School	% of students suspended in 2013	% of students suspended in 2011	Change in percentage points
All K-12 Students	4%	6%	↓ -2
Black or African American*	10%	16%	↓ -6

\*Note: The disproportionality was significant only for this group when compared with students as a whole.

SUSAN HARRIS

Excellence • Equity • Engagement • Enrichment 

**VISION:**  
**Every English Learner Will Become Proficient in English**  
*Increase the percent of English Learners demonstrating at least 1 year's progress towards English proficiency while meeting state target*

California English Language Development Test (CELDT)	% of ELs making progress on the CELDT in 2013	% of ELs making progress on the CELDT in 2011	Change in Percentage Points
English Learners	62.8%	60.6%	↑ +2.2
State Target	57.5%	54.6%	
Met Target	Yes	Yes	

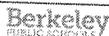
COURTESY: BERKELEY PUBLIC SCHOOLS

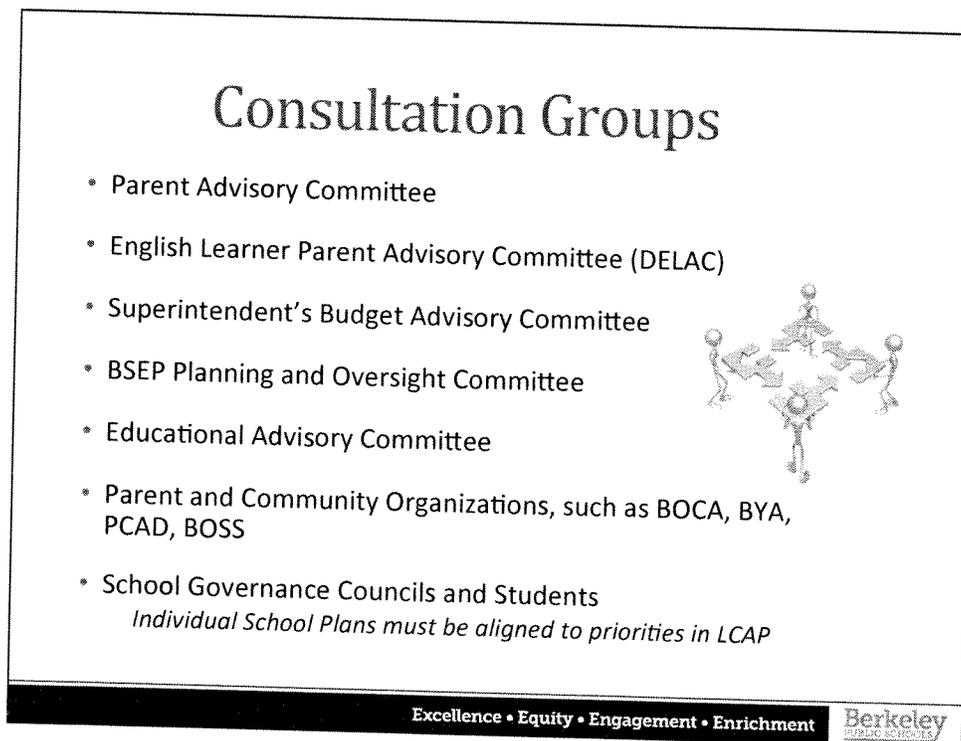
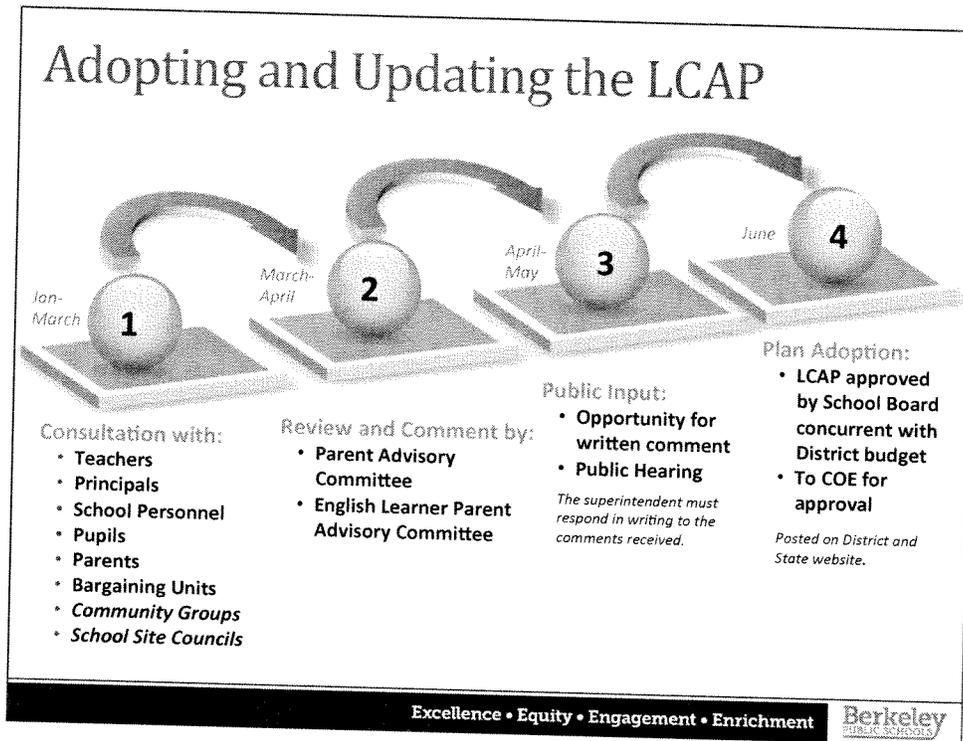
Excellence • Equity • Engagement • Enrichment 

**VISION:**  
**Every Child Will Attend School Every Day**  
*Decrease the percent of students missing 10% or more of the school year*

Chronic Absenteeism	% of high school students that were chronically absent in 2012-13	% of high school students that were chronically absent in 2010-2011	Change in percentage points
All 9 <sup>th</sup> – 12 <sup>th</sup> Graders	20%	31%	↓ -11
Black or African American	35%	45%	↓ -10
Hispanic/Latino	24%	38%	↓ -14
White	13%	18%	↓ -5

COURTESY: BERKELEY PUBLIC SCHOOLS

Excellence • Equity • Engagement • Enrichment 



## Priority: School Climate

### Example metrics and programs:

- \* Pupil suspension and expulsion rates
- \* Surveys on safety and school connectedness
- \* Student participation in school clubs and activities
- \* Social-behavioral supports
- \* Positive Behavioral Supports; Alive and Free program

1. What BUSD programs, activities or have been **most effective** for our students?
2. What are the **barriers** that are preventing students from achieving their potential?
3. What **actions, programs or services** could improve outcomes for our students?
4. What are **your top three recommendations** for improvement?

Excellence • Equity • Engagement • Enrichment



## Priority: Parent/Family Engagement

### Example Metrics and programs:

- \* Participation in parent-teacher conferences, volunteering, parent workshops and school-wide events.
- \* Parent participation in targeted programs for high-need students
- \* Parent representation on district and school site committees, reflective of student body demographics
- \* Family Engagement framework to increase opportunities for parent partnership with educators
- \* Implementation of a comprehensive communications plan to engage and inform families.

1. What BUSD programs, activities or have been **most effective** for our students?
2. What are the **barriers** that are preventing students from achieving their potential?
3. What **actions, programs or services** could improve outcomes for our students?
4. What are **your top three recommendations** for improvement?

Excellence • Equity • Engagement • Enrichment



# Local Control Funding Formula and Local Control and Accountability Plan



**Berkeley**  
PUBLIC SCHOOLS  
Berkeley Unified School District

School Governance Council Overview  
February 12, 2014

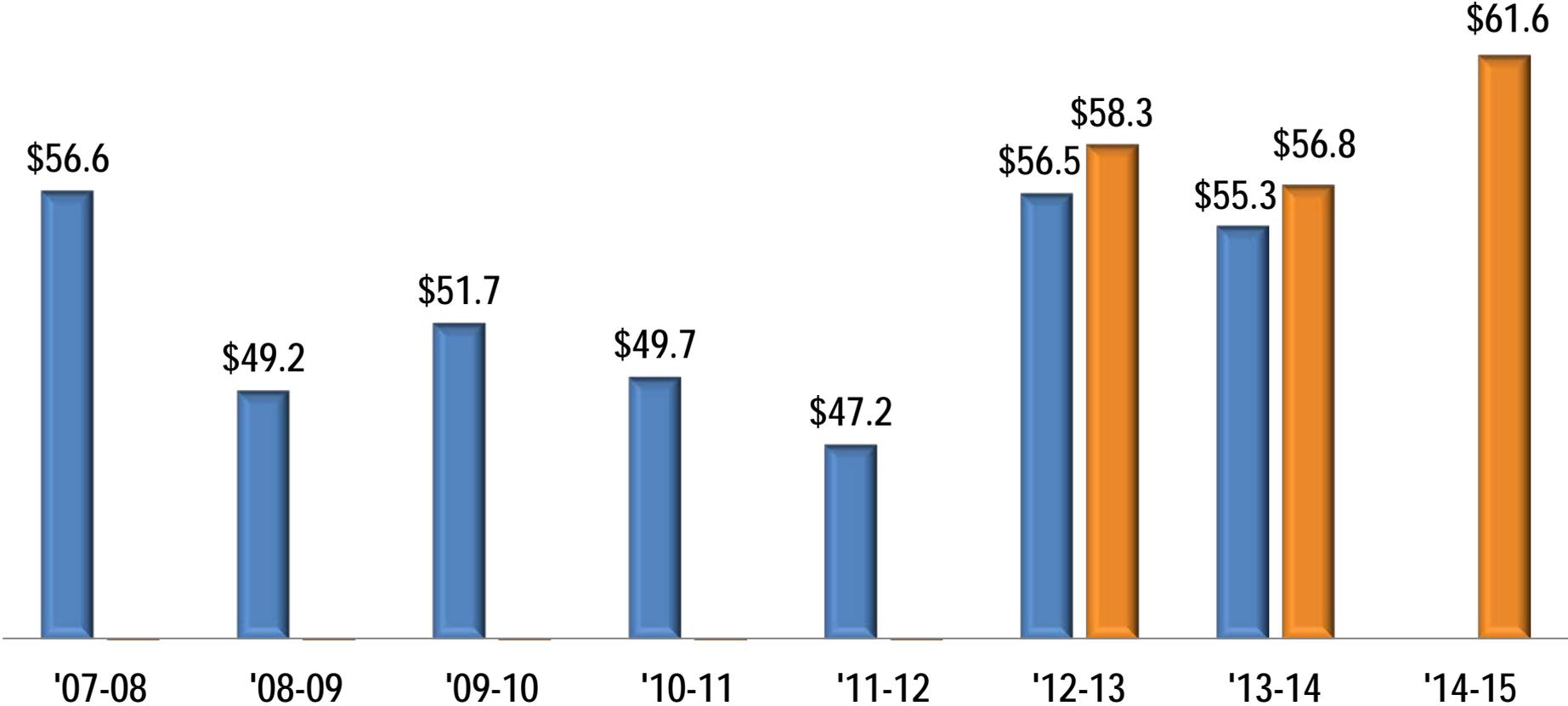
# New State Budget Priorities

- Governor Jerry Brown has made progress in addressing long-standing budget problems:
  - **Proposition 30** enabled California to avoid further cuts to education, and increased funding;
  - The **State Budget** is legitimately balanced for the first time since 2002;
  - **Common Core State Standards (CCSS)** have been adopted;
  - A new **Local Control Funding Formula (LCFF)** increases funding to schools, including supplemental funding for high need students.

# Historical Trend of Revenues to School Districts

## Proposition 98 (In Billions)

■ Enacted Budget    ■ 2014-15 Governor's Budget





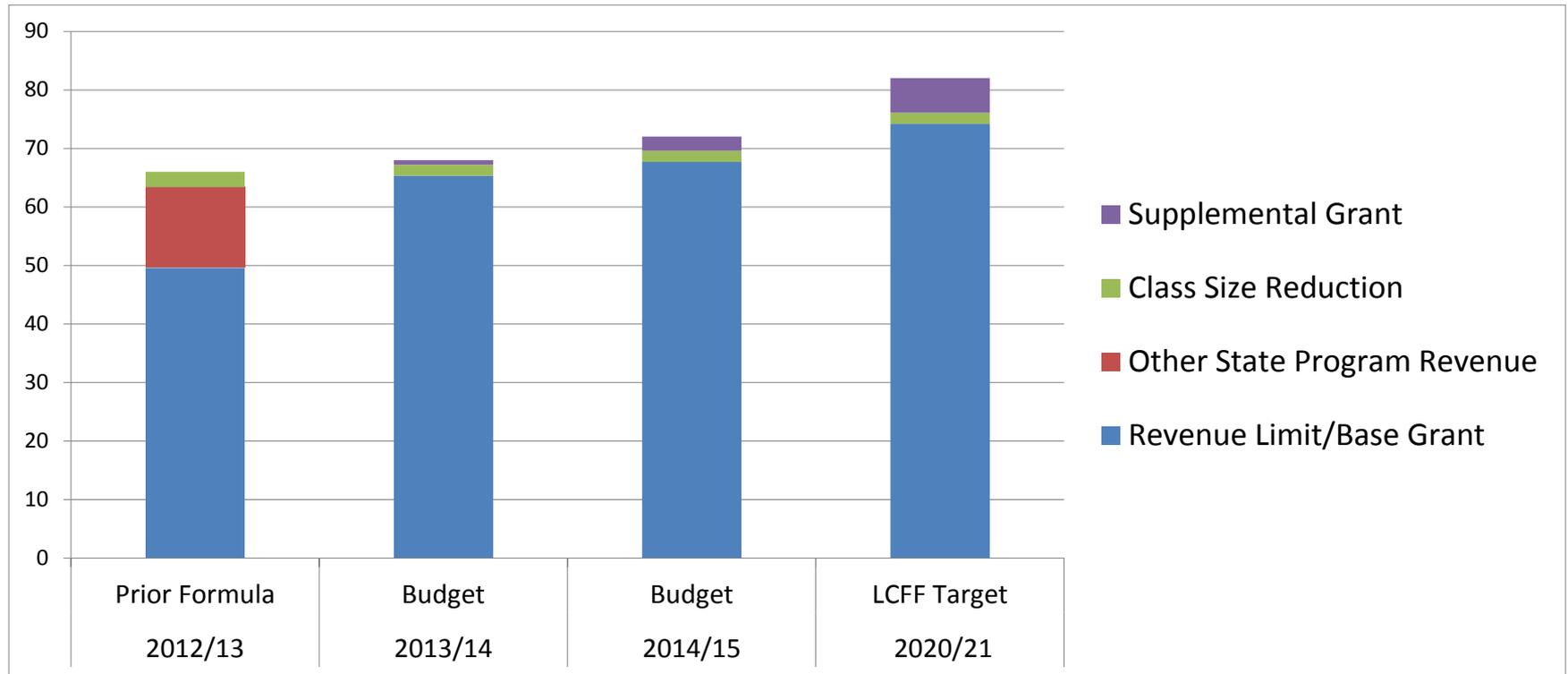
# Local Control Funding Formula (LCFF)

- **LCFF increases funding** *over a period of eight years*
  - This only brings the district to the funding level it received prior to the 2007-08 budget cuts (including a cost of living increase);
- **LCFF improves funding equity**
  - Increased “base” funding is given to all districts; while “supplemental” funding is provided according to the percentage of high need students, defined as those who are fall into one or more of these categories:
    - **Low Income** (eligible for free/reduced lunch)
    - **English learners**, or
    - **Foster Youth**
- **42% of BUSD students are eligible to be counted** for supplemental funding ;
- By 2020-21, BUSD funding is expected to increase by about **\$16M annually**, of which **\$5.9M** will be **supplemental grant funding** for high-need students.

# Class Size Reduction Funding

- There is a change in the funding from the state for Class Size Reduction (CSR) in grades K-3:
  - The state funding was for class sizes of 20:1, now it's **24:1**
  - The state funding is reduced from \$2.6M to **\$1.9M**
  - The difference of \$.7M is now part of the base grant
  - The District will need to decide whether to allocate the \$.7 million from the unrestricted base grant in order to maintain K-3 class sizes of 20:1.

# LCFF Funding Increase over 8 years



\$49.6M	\$65.3M	\$67.70	\$74.2M	<b>Revenue Limit/Base Grant</b>
\$13.8M	-	-	-	<b>Other State Program Revenue</b>
\$2.6M	\$1.9M	\$1.9M	\$1.9M	<b>CSR Add-on To Base Grant</b>
-	0.8M	\$2.4M	\$5.9M	<b>Supplemental Grant</b>
<b>\$66M</b>	<b>\$68M</b>	<b>\$72M</b>	<b>\$82M</b>	<b>TOTAL STATE FUNDING</b>

# LCFF 2020-21 Target Calculation

based on 2014-15 budget

Factors	K-3	4-6	7-8	9-12
Adjusted Base Grant per ADA, incl. CTE and CSR	\$7,741	\$7,117	\$7,328	\$8,712
<i>20% of Base is used to calculate the Supplemental fund</i>	\$1,548	\$1,423	\$1,465	\$1,742
Supplemental Grant based on 42% unduplicated count*	\$650	\$598	\$615	\$732
Total 2020-21 LCFF target entitlement grant per ADA	\$8,391	\$7,715	\$7,943	\$9,444

*\*The supplemental funding is calculated by multiplying the base grant per grade range by 20%, and then by the percentage of “unduplicated” students.*



# Local Control and Accountability Plan: LCAP

- The Local Control Funding Formula (LCFF) requires the creation of a **Local Control and Accountability Plan (LCAP)**
- The LCAP is a three year plan, due July 1, 2014.
- The District's LCAP must include a description of the following:
  - **Annual Goals and Progress Indicators** to measure student outcomes
  - **Actions, Services and Expenditures** designed to improve student learning
  - **Process used to Engage Stakeholders**: parents, teachers, administrators, staff, students, unions, and others
  - **Focus on the Eight State Priority Areas** (together with Local Priorities)

# The State of California's Eight Priority Areas

with metrics for assessing progress

## *Conditions of Learning*

### Basic Services

- Percentage of properly credentialed teachers
- Student access to standards-aligned instructional materials
- Facilities in good repair

### Implementation of State Standards

- Implementation of academic content and performance standards for all students, including English Learners

### Course Access

- Pupil enrollment in a broad course of study that includes all required subject areas

## *Pupil Outcomes*

### Pupil Achievement

- Performance on standardized and district tests
- Score on Academic Performance Index
- Share of Students who are college and career ready
- Share of English learners who become English proficient
- English learner reclassification rate
- Share of pupils that pass AP/IB exams

### Other Pupil Outcomes

- Other outcomes as determined by local priorities

## *Engagement*

### Parent Involvement

- Efforts to seek parent input in decision-making
- Parent participation in programs for target and special needs subgroups

### Pupil Engagement

- School attendance rates
- Chronic absenteeism rates
- Middle and high school drop-out rates
- High school graduation rates

### School Climate

- Pupil suspension and expulsion rates
- Local measures, including surveys of pupils, students and teachers on safety and school connectedness

# Which students are monitored in the LCAP?

- **All Students:**

*the plan shall improve the performance of all students in the state priority areas*

- **High-Need Students:**

*the supplemental funding shall be used to increase or improve services for:*

- **Low Income Students**
- **English Learners**
- **Foster Youth**

- **Numerically Significant Subgroups**

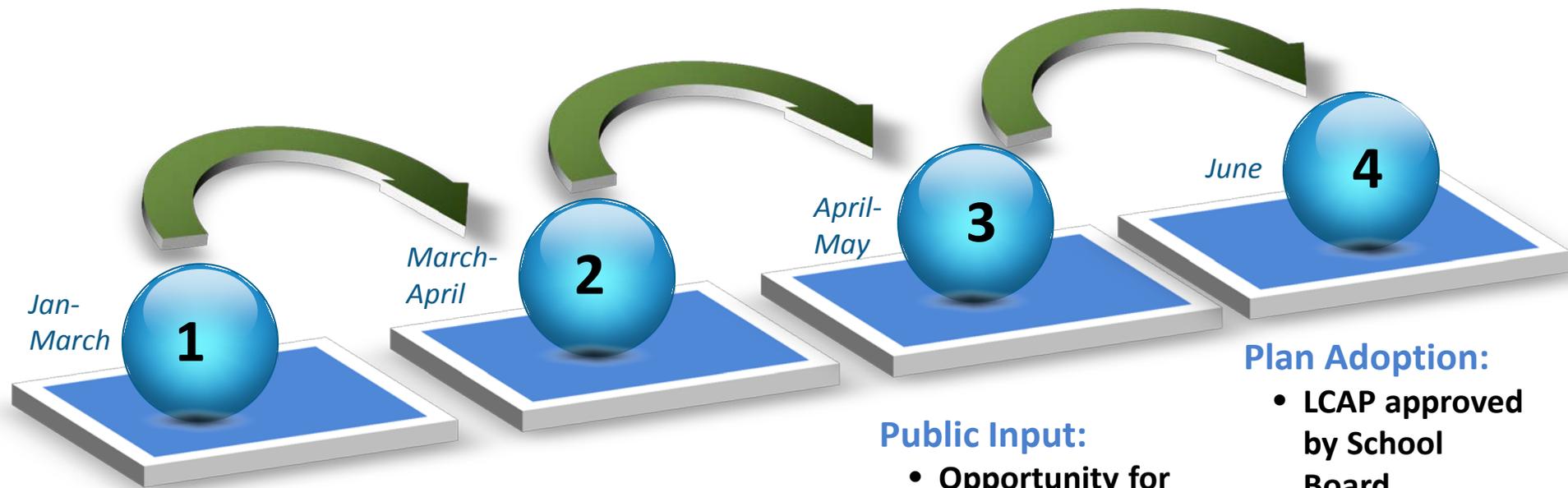
- **Students with Disabilities**
- **Racial/Ethnic Groups** *(if there are 30 or more students in the district):e)*
  - Black or African American
  - American Indian Asian
  - Filipino
  - Hispanic or Latino
  - Pacific Islander/Hawaiian
  - White
  - Two or more races

# Consultation Groups

- Parent Advisory Committee (PAC)
- English Learner Parent Advisory Committee (DELAC)
- Superintendent's Budget Advisory Committee
- BSEP Planning and Oversight Committee
- Educational Advisory Committee
- Parent and Community Organizations, such as BOCA, BYA, PCAD, BOSS
- School Governance Councils and Students
  - *Individual School Plans must be aligned to priorities in LCAP*



# Adopting and Updating the LCAP



## Consultation with:

- Teachers
- Principals
- School Personnel
- Pupils
- Parents
- Bargaining Units
- Community Groups
- School Site Councils

## Review and Comment by:

- Parent Advisory Committee (PAC)
- English Learner Parent Advisory Committee (=DELAC)

## Public Input:

- Opportunity for written comment
- Public Hearing

*The superintendent must respond in writing to the comments received.*

## Plan Adoption:

- LCAP approved by School Board concurrent with District budget
- To COE for approval

*Posted on District and State website.*

## VISION:

**All students will meet state academic targets**

*Increase the Academic Performance Index to meet the state target of 800*

Academic Performance Index	Growth API 2013	Growth API 2011	Difference
All Test Takers (Gr. 2-11)	821	790	↑ 31
Black or African American	675	643	↑ 32
Hispanic or Latino	766	744	↑ 22
White	925	908	↑ 17



## VISION:

### Every Child Will Read Proficiently

*Increase the percent of students reading proficiently by the third grade*

District Reading Assessment	% of 3 <sup>rd</sup> graders meeting target in 2013	% of 3 <sup>rd</sup> graders meeting target in 2011	Change in percentage points
All Third Graders	72%	60%	 +12
Black or African American	50%	41%	 +9
Hispanic/Latino	51%	31%	 +20
White	90%	82%	 +8

## VISION:

# Every Child Will Be Safe, Responsible and Respectful

*Decrease the percent and disproportionality of students who are suspended from school*

Students Suspended from School	% of students suspended in 2013	% of students suspended in 2011	Change in percentage points
All K-12 Students	4%	6%	 -2
Black or African American*	10%	16%	 -6

*\*Note: The disproportionality was significant only for this group when compared with students as a whole.*

**VISION:**  
**Every English Learner Will Become Proficient in English**  
*Increase the percent of English Learners demonstrating at least 1 year's progress towards English proficiency while meeting state target*

California English Language Development Test (CELDT)	% of ELs making progress on the CELDT in 2013	% of ELs making progress on the CELDT in 2011	Change in Percentage Points
English Learners	62.8%	60.6%	 +2.2
State Target	57.5%	54.6%	
Met Target	Yes	Yes	



## VISION:

# Every Child Will Attend School Every Day

*Decrease the percent of students missing 10% or more of the school year*

Chronic Absenteeism	% of high school students that were chronically absent in 2012-13	% of high school students that were chronically absent in 2010-2011	Change in percentage points
All 9 <sup>th</sup> – 12 <sup>th</sup> Graders	20%	31%	↓ -11
Black or African American	35%	45%	↓ -10
Hispanic/Latino	24%	38%	↓ -14
White	13%	18%	↓ -5

# Resources for LCFF and LCAP

## **Office of California Legislative Analyst**

- <http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.aspx>

## **BUSD Website with LCAP Updates**

- <http://www.berkeleyschools.net/local-control>

## **WestEd Resources**

- <http://lcff.wested.org/lcff-reading-room>

# Proposition 98 Revenues

© 2014 School Services of California, Inc.

## Proposition 98 (In Billions)

□ Enacted Budget   □ 2014-15 Governor's Budget

