

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**January 15, 2019**

BUSD Offices –Technology Room 126

2020 Bonar Street, Berkeley, CA 94702

**P&O Committee Members Present**

Nicole Chabot, *Arts Magnet*

Dawn Paxson, *Emerson*

Jonathan Weissglass, *Emerson (Alt)*

Orville Jackson, *Jefferson*

Kate Jordan, *Sylvia Mendez*

Tiara Maldonado, *Oxford (Co)*

Jill Blue Lin, *Oxford (Co)*

Weldon Bradstreet, *Rosa Parks*

Terry Pastika, *King*

Jennifer Sitkin Morgan, *Willard*

Aaron Glimme, *Berkeley High*

Josh Irwin, *Berkeley High*

Bruce Simon, *Berkeley High*

Felicia Bellows, *Independent Study*

**P&O Committee Members Absent\***

Liz Fox, *Cragmont*

Jane Tunks Demel, *Malcolm X*

Heather Flett, *Washington (Co)*

Stephanie Upp, *Washington (Co)*

Rita Gaber, *Willard*

Shauna Rabinowitz, *Berkeley High*

*\*Alternates and co-reps are not marked absent if another rep is present. Currently there is not representation from the stand-alone TK, Pre-K, John Muir, Thousand Oaks, Longfellow, or BTA.*

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

Ka'Dijah Brown, *School Board Director*

Donald Evans, *Superintendent of Schools*

Pasquale Scuderi, *Associate Superintendent of Educational Services*

Susanne Reed, *Coordinator of Professional Development*

Ann Marie Callegari, *Supervisor of the Office of Family Engagement and Equity*

Jay Nitschke, *Director of Technology*

Linda Halpern, *NAACP Education Committee*

Darryl Bartlow, *NAACP Education Committee*

**BSEP Staff:**

Natasha Beery, *Director of BSEP and Community Relations*

Danielle Perez, *BSEP Program Specialist*

Joann Marshall, *BSEP Clerical Assistant*

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

At 7:15, Chairperson Pastika called the meeting to order with introductions and site reports from around the table. She began by sharing that King's SSC met the previous evening and discussed parent engagement and social-emotional goals. Chair Bradstreet thanked BSEP Program Specialist Danielle Perez for attending the Rosa Parks SSC meeting on January 8th, at which their PTA president provided an update and solicited SSC member support for PTA projects; they also reviewed first trimester math progress and discussed parent involvement questions with Office of Family Engagement & Equity representative Tito Aquino. Rep Glimme explained that the Single Plan (SPSA) at BHS is combined with the high school accreditation process (WASC) and they improved their site funds application process to reflect the new goals of the combined WASC/SPSA. Rep Jordan from Sylvia Mendez shared that their SSC had decided to conduct focus groups this year to complement the District survey. Rep Morgan shared that Willard distributed a form to parents regarding digital awareness. Rep Paxson shared that Emerson SSC uses the district survey, and their meeting will be held next week. Rep Chabot reported that Arts Magnet (BAM)'s largest expenditure of site funds is for a math tutor who presented results, strategies and observations at their last meeting; they will have a presentation from the on-site counselor at their next meeting. BSEP Program Specialist Danielle Perez attended the BAM meeting and they look forward to feedback. Rep Maldonado shared that the Oxford SSC worked to refine school survey questions to help shape site goals, to inform school site plans for the next two years; they hope to distribute student and staff surveys shortly. Rep Jackson reported that Jefferson SSC reviewed and offered suggestions on district survey questions at their last meeting, and he provided an update on the staff recommended budget reductions from the last P&O meeting. At this meeting, which BSEP Program Specialist Danielle Perez also attended, the Jefferson principal also shared how PTA and school site funds combine to provide resources for the school.

### **2. Establish the Quorum & Approve Agenda**

The quorum was established with 12 committee members present.

Chair Pastika, at Director Beery's recommendation, given the very full agenda for tonight's meeting, proposed postponing the Site Program Fund Report to the next meeting on 1/29.

Rep Irwin moved to approve the agenda with the proposed change, Rep Simon seconded the motion; the amended agenda was approved unanimously.

### **3. Chairperson's Comments**

*Terry Pastika and Weldon Bradstreet, co-Chairs Planning and Oversight Committee*

Chair Bradstreet began by asking everyone to keep board President Judy Appel and her wife in mind as they recover from injuries sustained when they were hit by a car on

January 5th.

Chair Pastika reminded members that discussions on agenda items will be recorded if they can't be fielded in this meeting due to time. She encouraged questions to be clearly noted so they can be followed up at the next meeting.

**4. BSEP Director's Comments**

*Natasha Beery, Director BSEP & Community Relations*

Director Beery introduced Joann Marshall, who will be helping support the P&O meetings, including taking minutes. She also noted that she and Ms. Perez have visited 9 SSCs so far in the year, they will continue to visit each SSC to assist, answer questions and transport best practices from one site to another. She assured that all items on the agenda and issues raised would be discussed in more depth at subsequent meetings. The Board will decide on General Fund budget reductions in Feb-March, allowing multiple opportunities for this and other bodies to deliberate beforehand. She encouraged members to attend the rescheduled State of the District on Thursday, January 17, presented at Longfellow by Dr. Evans. Also the Community Newsletter, a product of BSEP and Community Engagement Office, was just mailed out to Berkeley households.

**5. Superintendent's Comments**

*Dr. Donald Evans, Superintendent of Schools*

Dr. Evans shared that at the School Board meeting next Wednesday the LCAP dates and budget reduction deadlines will be finalized. He acknowledged and thanked Bruce Simon for chairing/organizing SBAC meetings. Other meeting topics will include district indicators and how to measure success, a report on Restorative Justice (RJ) and an annual audit report on January 23rd. Dr. Evans encouraged members to attend the next installment of his Speaker Series; Dr. Jabari Mahiri will present *Multicultural Education Beyond the Color-Bind*, on January 31 at Longfellow Middle School at 7 pm.

**6. Approval of Minutes**

Minutes from the December 18, 2018 meeting were presented to the group. Chair Pastika asked members to review them and note any corrections. Rep Lin noted her last name is Lin, Blue is her middle name.

Rep Paxson moved to approve the 12/18/18 minutes draft, Rep Chabot seconded; the minutes were approved unanimously.

**7. Public Comment**

There was no public comment.

**8. Presentation: 2017-18 BSEP Annual Reports and 2018-19 Plan Updates**

*Pasquale Scuderi, Associate Superintendent of Educational Services*

*Susanne Reed, Coordinator of Professional Development*

*Ann Marie Callegari, Supervisor of Family Engagement and Equity*

Director Beery Distributed the Comparison Reports Summary Packet.

Mr. Scuderi distributed the following documents:

- 2017-18 High Quality Instruction Annual Report and 2018-19 Update
- 2017-18 Program Evaluation Annual Report and 2018-19 Update

Mr. Scuderi began by stating that the primary goal of the High Quality Instruction section of the measure is reducing class size. A tool called the “Teacher Template” calculates class size ratios to be paid for by General Fund resources, and then calculates additional class size reduction costs to be paid for by BSEP funds to reach stated goals. Once that goal is met, the remaining HQI money is invested in additional expenditures; Professional Development, Program Evaluation, Expanded Course Offerings and Classroom Support. Expanded Course Offerings include before and after school classes at the middle and high school levels, including high school science labs, yearbook classes and AVID courses. Classroom Support in 2017-18 provided additional staffing during a restructuring of BTA.

An update for fiscal year 18-19: the fund balances from Measure A are being considered as avenues to relieve pressure in the current budget situation, these fund balances may allow BUSD to defer decisions on some positions for a year. It is relatively certain that two different revenue streams will come through for Career/Technical Education, which could be used for the CTE position after 19-20. By putting the CTE position into Measure A for one year to bridge the gap, it will preserve the investment made in facilities and programs until the new revenue streams take effect.

Rep Bellows asked for an overview of CTE. Mr Scuderi explained that programs and learning structures that used to be called “Vocational Ed” are no longer seen as being outside academic pathways, but now can be described as experiential learning that can also allow credit for college prep. The Fire Science and Paramedic pathway is a good example, along with an electronic technician program in partnership with a local community college. These provide pathways for jobs in living-wage or better sectors. The CTE position has brought clarity, focus, and more funding to these offerings. BHS has received many renovations and re-purposing of facilities to support these offerings, such as the new laminar flow hood for the biotech lab (which is also used for existing science courses) and a room for the robotics/engineering program with 3D printing capability (which is also used for carpentry and stagecraft and the studio arts course). There is a plan to create a Makerspace at Longfellow, which is proceeding slowly in order to fully

understand the long term CTE component. The Board will be updated soon on this very positive addition.

Rep Chabot questioned why the budget numbers increased and then decreased. Director Beery stated that the final number is correct [note: she confirmed after the meeting with the BSEP Budget Analyst that these numbers reflect additional revenues that were then adjusted to build the 3% reserve). It was asked if the budgets included the increase in BSEP contribution to Direct support as discussed during SBAC. Director Beery explained that this would start in FY 19-20, and pointed out the line in the Revenue and Expenditures Comparison Report for BSEP Direct Support that reflects the cost of keeping extra classrooms open as the amount that would increase upon approval. More discussion will follow regarding the FY19-20 budget when the Committee reviews the Teacher Template later in meeting.

In reviewing the Program Evaluation Annual Report, Mr. Scuderi explained that historically a Director of Research, Evaluation and Assessment (BREA) would work with 3 to 4 Teachers on Special Assignment (TSAs) to support assessments, work with sites to provide formative data to support decision-making, help teachers in specific content areas make decisions about instruction, etc. There are variances and underspending in the budget, notably the elimination of the BREA Director position; supervision of BREA moved to Associate Superintendent Scuderi's office, resulting in savings. The same year a data technician position was vacant for part of the year. The elimination of a director and partial year vacancy of a data technician contributed to significant salary savings in the planned personnel allocation from BSEP for FY 17-18. A highlight from the Status Report section is the revision of District Indicators, which are capstone metrics to be looked at throughout the district to provide transparency with data and give the community and the district a broad snapshot of performance over time and allow for better focus and growth.

Rep Simon asked if the District Indicators being considered were in line with indicators included in the 2020 Vision. Mr. Scuderi answered that some of the non-academic benchmarks they are considering are inspired by the 2020 Vision. Using the various metrics: 2020 Vision, LCAP, and County, they are working to create a core set of indicators and by using the Academic Support Index (ASI) will work to look at student performance in a more nuanced way.

Ms. Reed distributed the following documents:

- 2017-18 Professional Development Annual Report and 2018-19 Update

Ms. Reed summarized the types of Professional Development offered to district staff throughout the school year and elaborated highlights, as detailed in the presented report. Regarding progress on 17-18 Smart Goals, Ms. Reed mentioned that this is the 6th year

of holding Cultural Competency Academies in which new teachers are receiving training, and they fell just short of participation goal for the year, with 81 of the anticipated 90 teachers attending. The Instructional Technology goal was met via on-site workshops conducted by Technology Teacher Leaders, Technology Coordinator and the Tech TSA. The Technology Coordinator and Tech TSA worked tirelessly to make sure teachers were supported in 1:1 Chromebooks for 3rd-5th grade, and they are beginning to do the same at the middle school level.

Rep Irwin appreciated the goals, particularly around equity paired with pedagogy, academies, and culturally responsive teaching practices, but inquired how program determines whether those practices are being put to use in classrooms, particularly in the case of veteran teachers who may have set practices. Ms. Reed recognized the same needs, noting that academies are always meant to be foundational, and that now the current work is looking toward to integrating teachings and figuring out how that would look at schools: would it be a community result, teachers observing each others' classes? It is a big culture shift to open up a classroom to observation, but determining next steps to measure results in the classroom is a worthy goal to work towards. Rep Simon followed up by questioning whether principals or supervisors were looking to see if teachers were putting training into practice. Ms. Reed responded that the district has systems to monitor K-8 instruction from 4 equity strategies, which provides a tool for principals to use when observing and debriefing with teachers. This goes in and out of use depending on the needs of the year, but principals are looking for actionable practices being brought into classrooms to support teaching. Rep Glimme commented on the current evaluation process: the forms that are used are linked to California standards for the teaching profession, several of which touch on this subject including engaging and supporting all students. Teachers in BUSD are evaluated every other year, so the evaluators have heavy loads and can't do too much observation. California Ed Code gives more time between evaluations, which could allow for each evaluator to have fewer cases and lead to more meaningful in-depth evaluations. This has been discussed in negotiations.

Mr. Scuderi distributed the following documents:

- Effective Student Support 2017-18 Report and 2018-19 Update

Mr. Scuderi noted that Counseling and Behavioral Health primarily funds Middle School counseling, which is rounded out by site fund contributions from BSEP and Title 1 resources. Student Achievement Strategies currently funds support for Response to Intervention (RTI) and Literacy Coaching at K-5. There is a single Literacy Coach at each K-5 site funded jointly by BSEP and LCAP, and rounded out by site funds. Literacy Coaching at middle schools will lose funding as Common Core sunsets at the end of this year. RTI staffing rounds out mild-moderate SpEd staffing at sites, allowing set staffing of a moderate-severe teacher at each site. In concept this funding keeps positions whole

so that where possible staff can extend reach beyond identified IEP students to work on pre-identification strategies. Having the ability to get kids supports before they are reflexively assigned to SpEd is important. LCAP additionally funds an RTI Coordinator who is usually the person at the sites running the Coordination of Services (COS) teams. Darryl Bartlow asked how many SpEd students BUSD has K-5. Mr. Scuderi answered that the district is around state average of 8-10%, so roughly 800 to 1,000 K-12. BUSD also has a small group of students who are in transition programs for whom we supply support through age 22. Mr. Scuderi offered to provide more detailed information regarding the breakdown of students receiving these services, it is likely to be a higher number at older levels, as more students are identified throughout academic career.

Ms. Callegari distributed the following documents:

- 2017-18 Family Engagement Annual Report and 2018-19 Update

Ms. Callegari began by sharing that Family Engagement is 1.25% of the BSEP allocations, and is part of the larger Effective Student Support budget [which totals 7%]. The Office of Family Engagement has staff at each elementary school and two at the high school level; there is no staff on site at the middle schools though those families still call on the Office for services. In 2017-18 OFEE focused on schools' culture and empowering parents. Though families tend to think of direct services, this year's focus was on connecting with school staff to increase awareness of their obligation to engage with families, in conjunction with developing parent capacity to engage with schools to support student learning. OFEE staff worked to address chronic absenteeism, and pushed to have other site staff participate in attendance teams in recognition of this job needing whole site participation. Ms. Callegari stated that rewarding work was done with parents who through contact with and support from Family Engagement have turned into positive and effective advocates for other families and their broader communities within BUSD. Family Engagement staff made a point to collaborate with outside organizations to maximize impact with limited funds. The staff collaborated with many community partners, including BYA and UC Berkeley to teach underserved families how to prepare students for college and career readiness. Family Engagement Coordinators work to connect families to community resources for food, clothing, supplies, etc., and through that collaboration, connections have been made that further support to the larger community. Family Engagement staff also responded to tragedies in district, bringing the community around those in need and providing intense support; often those supported families return to their school communities as leaders to make a difference in the school district.

BUSD's First Annual Oratorical Fest took place in March 2018, in which OFEE staff worked with parents, community and school district to implement a positive community building event to counteract recent targeting of black male students. It was very successful in bringing families, students and staff together, and OFEE is looking forward

to this event again in March 2019. OFEE is involved in passing students from Elementary to Middle School, and from Middle School to High School, and by working closely with students, families and staff to improve outcomes for students OFEE is building on relationships, knowledge and skills they have developed over the years.

2017-18 SMART Goals were met, revised or in process, The development of a Family and Community Advisory Committee has begun by meeting with internal stakeholders and gathered information from outside partners to determine where their work intersects and ways to provide support. OFEE also collaborates with school sites, PTAs, teachers and afterschool programs to provide workshops. In 2017-18 the OFEE team provided intense support through workshops at the Ramp Up Saturday program for 4th grade students and their families. OFEE developed parent leadership training that has been recognized as exceptional, and the staff have been asked to present this at a national conference in February. OFEE is also collaborating with parents to present a bigger and better Cesar Chavez Dolores Huerta Commemorative Contest, and will be presenting a parent workshop series for Title I schools to support families in navigating school system.

Ms. Halpern asked why there were no family engagement staff at the Middle Schools. Ms. Callegari explained that there are family engagement supports outside of OFEE, specifically the district has African American Success program manager targeting this age group. Ms. Halpern asked if this was a budget issue, and Dr. Evans stated that it is both a priority and budget issue to have positions at elementary sites. Rep Weissglass asked for the overall budget and total number of staff. Ms Callegari answered that OFEE carries 7.75 FTE including her own position, and that the overall budget is between \$700,00 and 800,000 annually, paid for out of both BSEP and LCAP funds.

### **9. Action: Expenditure of Technology Funds From Measure A**

*Jay Nitschke, Director of Technology*

Director Nitschke distributed the following document:

- Expenditure of Technology Funds From Measure A

Director Nitschke reminded the group that in the prior BSEP Measure A, 9% of the budget was allocated to be shared between Technology, Professional Development, and Program Evaluation. That budget still has some available funds, and this document proposes that \$150,000 from the fund balance be used for a Chromebook initiative. This will replace elementary and middle school Chromebooks, extend the 1:1 Chromebook to student ratio into the 8th grade, and provide new Chromebooks for BHS in advance of the 2020-21 school year. Director Nitschke elaborated that the General Fund has been providing district-wide Chromebook repair and replacement through one-time money, and this proposal will free up that funding for other uses. Rep Gaber asked if the money allocated to the high school for new Chromecarts will be directed toward a particular



department. Mr. Scuderi explained that based on the first draft of the BHS technology plan, he and Mr. Nitschke will partner to field that request and include it in budget priorities to track further needs moving forward. Rep Bellows asked how many Chromebooks this proposal would pay for. Director Nitschke estimated that about 15-16, possibly 17 carts can be repurposed. Currently carts are 1:1 in grades 4-7, and a typical elementary classroom contains 20-30 Chromebooks depending on class size. In Middle School, core teachers have carts with roughly 30 Chromebooks each. Director Nitschke elaborated that Technology is seeing a lot less breakage and damage with the 1:1 carts that stay in the classroom, and those are lasting longer than originally planned, though eventually these machines stop being supported with Chrome updates, so they generally have a 4-5 year lifespan overall.

Rep Glimme moved to approve the Proposed use of Measure A funds for Technology. Rep Morgan seconded; the motion was approved unanimously.

## **10. Summary of First Interim Fiscal Report for 2018-19**

*Natasha Beery, Director of BSEP and Community Relations*

Director Beery presented the following documents:

- First Interim Summaries Measure A and Measure E1

Director Beery reminded members to notice the colors used on the documents, as they help identify funds that may be used for similar purposes between the “old” (Measure A) and “new” (Measure E1) measures. The previous action of the committee, approving the Technology expenditure, will reduce the amount shown on the Measure A summary from remaining funds. These documents are reference tools to help the Committee and School Board members determine whether funds may be spent on proposed budget changes. This information will be relevant when SBAC discussion begins as well.

## **11. SBAC Update**

*Bruce Simon and Nicole Chabot, P&O Reps to SBAC*

Director Beery Provided the following document:

- SBAC Proposals 1.15.19

Rep. Simon began by summarizing the document, informing members that it is divided into four “buckets,” labeled at the bottom of each section as Groups 1-4, each amounting to about \$500,000, overall totaling \$2 million dollars in proposed General Fund reductions as requested by the school board. In order to help prioritize reductions, items grouped at the top are first items to cut. Rep Simon had asked for the rationale behind the prioritization at the last SBAC meeting, but a summary of that information was not available. The first BSEP item is at the bottom of the first bucket: the increase in direct

costs paid by BSEP to the General Fund. This represents the cost incurred in opening additional classrooms when reducing class size, and this calculation hadn't been updated in many years. The proposed updated calculation could provide an additional \$200,000 to the General Fund and would be shown in the Teacher Template. Group 2 includes the proposal to pay for 2 high school counselors from Measure A carryover funds. Group 3 includes an addition of 3 FTE for U9 classroom support out of Measure A funds, which would bring the total to 5 FTE of U9 staff paid out of BSEP funds overall. Expenses from Measure A are to be considered one-time, as there isn't any new revenue to old measures to support ongoing costs; the expenditures are derived from the pre-existing fund balance.

Revenues have been higher than expected in Measure E1, the current fund balance in the largest resource in the new measure, High Quality Instruction (HQI) is about double of what was initially estimated. At the end of Measure A the resources were almost \$2 million short, so there was a concerted effort to build a large fund balance at the start of the new measure to avoid a similar situation. Owing to changes between projected and actual enrollment and tax revenues (and the original estimates being conservative), plus higher than expected COLAs, ultimately the fund balance in some resources in E1 are robust.

Most of the discussion at the last SBAC meeting centered around the proposed restructure to the Family Engagement service delivery model and McKinney-Vento reduction. Rep Chabot added that in this second year of SBAC work on budget reductions, the process has been relatively calm; likely because staff put in lots of work at front end to think through proposals and keep cuts as far away from classrooms as possible. There were proposals to shift items between groups to change prioritization, but no mention of new reduction proposals. A lot of discussion took place about how money can be moved to provide funds to keep or grow Family Engagement, in order to serve a greater percentage of students. One suggestion was to move money within BSEP or LCAP budgets, which could mean reducing other funded programs or positions.

Dr. Evans shared that he received some additional ideas from SBAC on potential reductions including reducing costs for travel, counseling, Malcolm X Vice Principal, attorney fees, and an administrator at the high school. Director Beery added that there has also been substantial discussion to look at the Family Engagement model to maintain key services at sites; this current proposal is being reviewed and will probably be revised in some way. Dr. Evans clarified that this proposal was not meant to cut the program entirely, but instead constitutes a reduction. The aim isn't to eliminate the Family Engagement and Equity program, but possibly to reduce the number of coordinators.

Director Beery distributed the following document:

- LCAP Supplemental Resource Funds

The funds are described in the document are overseen by the Parent Advisory Committee, and LCAP co-funds the Office of Family Engagement and Equity with BSEP.

Rep Irwin asked if the attorney fee reduction proposed in the SBAC referred to BUSD outside counsel fees or an in-house position. Dr. Evans answered that the fees are to pay outside counsel. He elaborated that BUSD considered in-house counsel last year but found it would prove very costly because the district needs expertise in such a wide variety of specialties: Human Resources, Special Education, etc. Rep Irwin asked if there was any opportunity for local law offices to offer Pro Bono services to the district. Dr. Evans answered that BUSD is able to negotiate reduced fees already.

Rep Simon added that the timing of these discussions is difficult. There are only two more SBAC meetings before final recommendations are to be made to the School Board. Then the Board still has some time before making the final budget, and in that time there are many other things that can impact these choices, specifically the state budget. The governor's preliminary proposal looks to provide relief to school districts in some areas like pension costs, though that may change through May. The SBAC process is limited in time but the overall determining factors will extend much longer. Chair Pastika asked if and when P&O could make a statement to the Board. Rep Simon responded that it could be done at any time. Chair Pastika asked if the next agenda should have time to discuss whether the P&O wants to consider a statement. Director Beery outlined that the board will begin their discussion on February 6 and won't make a decision until late February or early March. There will be plenty of time to consider making a statement to the board, and the next P&O meeting agenda should include a few minutes to discuss.

Mr. Bartlow requested a rough estimate of outside attorney fees. Dr. Evans responded that it changes year to year. Rep Chabot asked if the P&O will vote on the SBAC proposals. Rep Pastika responded that a vote would be to approve BSEP budgets that have been modified based on budget changes, but not on SBAC proposals themselves. Director Beery explained that the board determines the budget, and that the P&O works to determine what is appropriate and sustainable within BSEP. In that way the P&O Committee serves in an advisory role to the Board. Rep Glimme continued that this is where P&O statements to the Board come in to play. If the P&O determines that there are issues or concerns regarding funds from the measure, it is communicated via an official statement at School Board meetings.

## **12. 2018-19 Teacher Template Preview**

*Natasha Beery, Director of BSEP and Community Relations*

Director Beery distributed the following document:

- Draft Teacher Template

Director Beery began by stating that the P&O Committee will review the Teacher Template multiple times throughout the year, as enrollment projections are updated. The numbers in this draft document may change, and become more final in February. The Teacher Template lays out the math that informs how much BSEP will contribute to the General Fund to “buy down” class sizes to reach class size goals as stated by the BSEP tax measure language. Measure E1 includes the shift to school-wide goals, rather than district-wide averages for elementary of 23:1 K-5. This results in slightly smaller Kinder classes with upper elementary grades that don’t exceed the class size goal if there is growth.. In the template, “Necessary FTE” refers to the amount of FTE needed to round positions from partial to full people. The bare math results in portions of positions, but of course we need to have whole teachers in each class. Director Beery anticipates one additional FTE will be needed due to the current large Kinder cohort, which will probably require another first grade section to open at one elementary site. The overall FTE from BSEP is proportionally lower than it has been in previous years, but it will likely increase again as the 4th and 5th grade cohorts currently still with 26:1 class sizes phase into middle school. After this, sites will need to increase the numbers of 4th and 5th sections in the district.

Direct Support costs are made up of custodial, sewer, water, garbage expenses incurred by opening more classrooms and hasn’t been calculated since Measure A of 2006. The increase proposed for FY19-20 is based on a factor increase averaging about 4% per year. Depending on total FTE BSEP is paying for, Direct Cost contribution could increase by \$1,358, for a total of \$4,228 per FTE which would provide \$170,000-\$200,000 more to the General Fund. The revenue is not included in this template, it isn’t known for next year but currently it’s likely to be about \$19.7 million. The COLA, forthcoming next week on January 17th, will help inform what we think we’ll get in revenue and how much we can apply to this budget. Any remaining funds after reaching class size goals will be distributed to other purposes. Indirect Costs are set externally based on overhead, and have been going down recently; there may be room to have conversations about what else could be paid for from this budget.

Rep Paxson asked where the special day (SD) class numbers come from. Mr. Scuderi answered that for those Counseling-Enriched classes, what looks like an 18:1 ratio is actually lower, and in fact in this year the SD class at Rosa Parks was ultimately discontinued.

Rep Chabot asked how teacher salary negotiations will affect this BSEP budget. Director Beery responded that in the early years of measure A, BSEP paid for more things like RTI and Lit Coaches, but then as General Fund increases became available later in the measure for the district to offer salary increases, the BSEP tax revenue flattened and resulted in a budget shortfall in the final years of the measure. Rep Glimme added that if Prop 13 reform passes, salary increases will likely change; in that case one way to adjust

BSEP contribution toward class size could be to change the stated standard district contribution for class sizes. The number of students per class that the district takes on has varied through the years and can be adjusted.

**13. For the Good of the Order**

Mr. Scuderi clarified that there are 12 Special Ed students in Pre-K.

Rep Glimme requested that a message be sent out to P&O members when our meetings coincide with those of the City Council next door, as finding parking is much more difficult and members need to know to plan for extra time.

Mr. Bartlow commented that he used to be a P&O member for an elementary site, but in this meeting as a member of the public he was grateful to have a seat at the table and for the responsiveness of the group to public questions.

**14. Adjournment**

The meeting was adjourned at 9:32 pm.