

# Minutes: BVSD District Accountability Committee Meeting (October 4, 2022)

## Meeting Information

The BVSD District Accountability Committee met in-person at the BVSD Education Center (6500 Arapahoe Ave., Boulder, CO 80303) on Tuesday October 4th, 2022. The meeting was called to order at 6:27pm. While there was not an option to attend remotely, the meeting was recorded and the recording link is provided below.

## Links and Resources

Please find here the documents and links associated with the meeting.

- Agenda ([English](#)) ([Spanish](#))
- [DAC Meeting Attendance Form](#)
- [Meeting Recording](#)
- Board Liaison Report Links
  - BVSD legislative [platform](#) adopted in September.
  - [District Performance Frameworks slide deck](#)
  - [CMAS/PSAT/SAT slide deck](#)
  - [FRL slide deck](#)
  - [Equity slide deck](#)
  - [ERP slide deck](#)
  - [Land Acknowledgement slide deck](#)
  - [Land acknowledgement](#)
  - [Prop FF proposed resolution](#)
  - [Social Studies proposed resolution](#)
- Meeting Presentation Links
  - [Budget Development Process Presentation](#)
  - [Strategic Plan PDF](#)
  - [UIP Draft with Community Group and Advisory Group Comments](#)

## Report on Meeting Items

### DAC Exec Welcome and Start Meeting

- Meeting called to order at 6:27pm
- Approval of minutes.
  - DAC member suggested a correction to the September minutes related to Impact on Education academic opportunity funds applications. The application round was correctly listed as being open until Sept. 16th, but the IoE website now lists early decisions being reverted in October, rather than December. DAC Exec to

check on the updated timetable/deadline with Impact on Education and correct the minutes accordingly.

- With the noted correction, there is a motion to approve Sept. minutes, seconded, and unanimously approved.

### Public Comment Period

- Request that the meeting minutes be available sooner to DAC membership for use in SAC meetings. General assent that this is a positive suggestion.
- Question about communication: are there best practice documents or guidelines that schools get in communicating to families? Communication flows, processes, and strategies.
- DAC Member voices a concern about recent policies involving parent/family responsibilities for procuring Chromebooks for students, and therefore liability for damages, etc.

### Board Update (Kitty Sargent)

- In September, BVSD and the Board adopted a legislative platform (*see link in top section above*)
- Presentation on CMAS results and how the schools are doing and improving (Pioneer, Columbine, Sanchez, Cole) get special call out for improvement
- Presentations on FRL and student access
- Proposition FF (provide school lunches provided by the state). Board expects to pass a resolution in support of this proposition.
- Equity Committee and Youth Equity Committee
- Board land acknowledgement is poised to be approved at next meeting
- Social Studies Standards:
  - State Department of Ed Context: 2019 law that social studies standards should include contributions from and representation of marginalized groups. State Board is poised to pass a resolution to remove newer standards that included contributions from LGBTQ+ community
  - Sargent encourages DAC membership to voice concerns, if they have them, to the state Board of Education
  - BVSD can teach the standards and above the standards to continue including these contributions and representations, and will do so.
  - The Board is preparing a resolution, presumed to pass at the next meeting, on this subject voicing opposition to the action of the State Board and reaffirming its commitment to curriculum that includes the contributions and histories of the LGBTQ+ community

### Superintendent Report (Dr. Lora De La Cruz, representing Dr. Rob Anderson)

- Dr. Anderson sends regrets, and is stuck in transit and unable to join the meeting

- School roundtables continue; elementary and middle school visits are all complete. Discussions with educators and staff on what's working and what's not working, how to improve.
- School Performance Frameworks are released, very excited about progress in High Support school on data driven instruction and effective interventions (Pioneer, Sanchez, Columbine, Cole)
- 85% of schools earned "Performance" rating; some schools declined or didn't make progress, and district is preparing to provide additional supports
- In September, two firsts happened: (1) first CAPL meeting of the year with a presentation on culturally and linguistically diverse education; (2) first meeting of long-range advisory committee - Glen Segrue gave update on enrollment projections, looking at patterns, causes, and levers over the coming years
- Whittier celebrated its 140th year as a school in BVSD, in combination with annual heritage night. Oldest school in BVSD.
- Questions:
  - Enrollment patterns and trends can be referenced in on the [long range advisory website](#)
  - What is the plan for assessing promising practices, what worked and what didn't work, to evaluate success and challenges in the High Support schools?
    - Response: this requires lots of structured process around collecting and analyzing and interpreting data, a long process (4-5 years to see changes really come into effect); district spent a lot of time looking at internal data in addition to CMAS data. Currently training all school leaders in the practices that are working well; district is providing support to go into schools and help reinforce these evidence-based practices. Plan is to scale across schools.
  - Can these methodologies be used in schools where there are large gaps between Latino students and other populations?
    - Response: Yes, this is absolutely the goal of scaling these practices to narrow and close gaps. Break through old historical barriers and focus with precision on right interventions and the practices are meeting the needs of students.
    - When will these practices be rolled out at specific schools?
      - Response: School leaders engage monthly on standards-based instruction and other strategies. Boulder High and other schools have additional support coming from the district. Encouraging large schools to work with internal teams to pinpoint the areas of largest challenge and then focus interventions from there.

## BVSD Budget Timeline and Process (CFO Bill Sutter)

- 2022-23 Projected Enrollment: ~300 students lower than budgeted. Largest share of decline is at the elementary level, particularly in kindergarten and 1st grade. This is in line with national trends (not isolated to BVSD).
- ESSER Funding: challenges with getting a lot of support funds that have to be used in a short period of time. Risk elevates when using these funds for recurring costs (salary lines, pay increases, etc). BVSD has focused on allocating these dollars for one-time or non-recurring expenses, lowering risk.
- How do we react to these declines? Adjusting staffing and FTE annually, continually right-sizing and evaluating.
- Current-year budget pressures include staffing; enrollment; inflation
- Each 1% drop in enrollment is ~300 students and a \$3M reduction. The 5-year averaging mechanism in the formula softens the impact, but it eventually catches up and we are experiencing that now.
- Relevant November Ballot Measures:
  - Proposition FF: reduction of tax deduction on high-income families to fund healthy school meals in all school districts (get back closer to 100% free school meals for students)
  - BVSD Capital Bond Program: \$350M in capital projects
- Next steps for this budget year:
  - October Count (October 3, with a 10 day window around); count finalized at the end of November
  - Governor's budget approval and release
  - District financial updates
  - December state revenue forecast
  - 2022-23 Revised Budget coming to Board of Education in January
- 2023-24 Budget Development Process:
  - Continuing opportunities for stakeholder input including accountability committees input (i.e. DAC Budget Recommendations)
  - DAC recommendations would be in a mid-January BoE meeting
  - Staffing Allocations go out to schools between February and April so that schools can plan for the following year, even though this takes place before the Board formally adopts the budget (happens in late June)
- 2023-24 Budget Challenges: Shifting enrollment patterns; variability and risk in the state budget forecasts; impacts of state and local ballot initiatives; pandemic impacts on staffing and teaching and learning; competing priorities for staff time; use of one-time funds for initiatives
- Questions:
  - Does the district do any polling into the probability of the bond measure passing?
    - Response: Back in March/April, district worked with a polling company out of Broomfield, the polling for the \$350M Bond was ~60% in favor

- Appreciate the context on the district and national trends - makes us more informed and better able to interact with our SACs.
- Enrollment declines: where are all the kids going? Is it just fewer kids in the district, or are they homeschooling or going to other districts?
  - Response: Chart of births in Boulder County shows a decline across the last 20 years, and while this doesn't map exactly BVSD is feeling the impact. Home school and private school data is notoriously hard to collect; parents are supposed to disclose, but they don't and there's no penalty for not disclosing. Townhomes and condos don't generate a lot of new prospective students in the way that single family homes do.
- Proposition FF: if this passes, does this free up other money for educational uses and initiatives?
  - Response: No, because what this will do is eliminate the cost per meal for lunches, just offsetting the cost to parents/families.
- You indicated that for every 1% drop in enrollment there's a reduction of 12 teachers: how does enrollment decline impact district staffing in operational/administrative roles?
  - Response: Not a linear connection between enrollment and operational and administrative staffing. So there is less of a direct connection than there is with number of students and # of teachers. Director and coordinator-level positions are continuously assessed, independent of the enrollment patterns (evaluated in other ways).
- Proposition FF: how might this impact funding at Title 1 schools? Ensuring the same accurate count of low-income students.
  - Response: the process wouldn't change - families would still need to fill out those forms, and have their students counted. FF requirements are that districts use all the levers they can for getting federal funds.
- During the pandemic, when people didn't have to fill out the FRL forms, and now they do, are we seeing a significant difference?
  - Response: Even when it wasn't required, there were still efforts to encourage parents/families to fill out the forms. There wasn't a huge dip in the number of FRL identified students.
- How do we make sense of the confluence of declining enrollment and the need for our capital bond campaign so that we can narrate this for our SACs and school communities. How can we frame the need for those investments in light of enrollment declines?
  - Response: One simple way to look at it - while we are looking at declining enrollment, there are still 27,000 students in the district that need a school that has solid infrastructure, roofs that don't leak, safe parking lots, etc. We still have to serve the tens of thousands of students that will be here. The scope of the long-range advisory committee is clearly not recommendations to close schools; rather, identifying the data and metrics that a school would need to make sound decisions.

- Why do some state legislators want to get rid of the 5-year averaging process in the formula?
  - Response: They argue that this produces “phantom students” and that state taxpayers would be funding districts and not students directly. But a district with declining enrollment couldn’t react quickly in challenging circumstances if we don’t have this kind of averaging / buffer.
- Reminder: DAC Budget Survey went out at end of September, and is due October 28th, in order to inform the budget recommendations process in advance of January.

### UIP Open Discussion (DAC Membership; Exec Committee)

- Continuing discussion started during the September 6th meeting.
- Strategic Plan developed about 3 years ago, and this plan drives the UIP work, as well as the budget work. DAC membership should keep this in mind as we continue on our UIP and Budget recommendation and advisory work
- DAC membership received a copy of the district’s draft report. Since the last meeting:
  - We heard an update on the Draft UIP in September
  - Subsequently, DAC Exec, CAPL, and POCC leaders met to discuss opportunities to call greater attention to institutional/systemic racism as an underlying root cause in the disproportionality identified and addressed by the UIP.
- Timeline:
  - District presents to Board on Oct. 11
  - Formal approval on UIP comes Oct. 25th
  - DAC will draft recommendations and vote asynchronously in time for the Oct. 11th meeting.
- What comments, questions, and recommendations can the broader DAC contribute to the UIP subcommittee work?
  - Concern: when the Strategic Plan was developed, it was before COVID. Now, post-COVID, there are concerns about students with disabilities. Latino students are attended in disproportionality metrics, but can we do more to determine if we’re meeting the needs of students with disabilities? Need to acknowledge that there are multiple dimensions and groups who are impacted.
  - Two primary elements: multi-tiered systems of support (MTSS) and data-driven instruction with a common instructional model. Action steps on MTSS are on helping teachers to cater to diverse needs of students rather than additional support for new interventionists. If you ask that teachers unify their instructional models but then also require teachers to customize instructions based on individual needs, there’s friction. How do we account for this?
  - Appreciation in the draft of the UIP the comments that were added. Who made them, and what’s the intention behind those comments?
    - These comments were added by DAC, CAPL, and POCC leadership in a collaborative working session.

- Comment that stood out from the last meeting: looking at the reasons for the expulsions of the Latino students and student aggression and disrespect reports - how can we explore how/why these groups are treated differently? How do we address the true issues to get to substantive change? If we don't name institutional racism, then we can't address and change it.
- UIP, right now, is only focused on teachers in the disproportionality aspect. But our sense is that a lot of disciplinary actions/referrals are coming at times when students are under supervision of paras and other staff who are not teachers.

### Breakout into Subcommittees - 35 to 40 minutes

#### Subcommittee Report Outs:

- Data/UIP: will be basing this year's feedback on the basis of last rounds, and will produce a version for comment and feedback asynchronously in the next 1 week.
  - Provisional feedback categories/areas of interest: timeline challenges; returning issues to remain focused on; institutional/systemic racism; need for focus on systems-based evaluation of who are the actors in BVSD who need to be involved in equity trainings (current focus is only on teachers; need to broaden the aperture to include paras and other staff); metrics that are proposed need to be better aligned on the root causes and the action steps/interventions; a number of action steps don't have specific implementation benchmarks attached.
- Family engagement: focus on how we communicate, how schools communicate with parents and families and when; sharing of resources and celebrate successes in order to be more collaborative in our work together
- Policy: spent some time meeting and introducing our policy motivations; surfacing policy priorities organically from ground up balanced with responding and giving feedback based on policy review schedules from the district; working to see through our commitment on past work (KB and AE/AE-R); quick turnaround on open enrollment regulation in collaboration with district counsel
- Budget: looking at budget survey and tying into the UIP recommendations; brainstorming areas of connection and overlap between other DAC committees and district initiatives

#### DAC Exec Closing Comments

- We express our appreciation for the work and labor you all put in as parent volunteers. Change is long, and is hard to accomplish, but our feedback is taken seriously and we are doing valuable work that is respected by the district and by the Board.
- Meeting adjourned by vote at 8:27pm.