

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**March 10, 2020**

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

**P&O Committee Members Present**

Nicole Chabot, *Berkeley Arts Magnet*  
Ana Vasudeo, *Cragmont*  
Jonathan Weissglass, *Emerson*  
Pamela Hyde, *Emerson (Alt)*  
Carla Bryant, *Oxford*  
Weldon Bradstreet, *Rosa Parks*  
Kate Jordan, *Sylvia Mendez*

Heather Flett, *Washington*  
Terry Pastika, *King Middle School*  
Aaron Glimme, *Berkeley High*  
Josh Irwin, *Berkeley High*  
Shauna Rabinowitz, *Berkeley High*  
Felicia Bellows, *Independent Study*

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

Tamara Perkins, *Early Childhood Education*  
Chris Wallace, *Jefferson*  
Vanessa Garza, *John Muir*  
Jane Logan, *Malcolm X*  
Jose Rodriguez, *Longfellow M.S.*

Martin de Mucha Flores, *Longfellow M.S.*  
Jennifer Sitkin-Morgan, *Willard Middle School*  
Rita Gaber, *Willard Middle School*  
Esfandiar Imani, *Berkeley High School*  
Evon Williams, *Berkeley Technology Academy*

*\*Alternates and co-reps are not marked absent if another rep is present. Currently there is no representation from Thousand Oaks elementary, and only one representative from King Middle School.*

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

Judy Appel, *School Board President*

**BUSD Staff:**

Brent Stephens, *Superintendent of Schools*  
Bajé Thiara, *Associate Superintendent of Educational Services*  
Natasha Beery, *Director of BSEP and Communications*  
Danielle Perez, *BSEP Program Specialist*

**1. Call to Order and Introductions**

At 7:16 p.m. Chairperson Pastika called the meeting to order. The meeting began with introductions around the table.

**2. Establish the Quorum/Approve the Agenda**

The quorum was established with 12 voting members present.

Chair Pastika asked for a motion to approve the agenda. Rep. Irwin moved to approve the agenda, Rep. Rabinowitz seconded the motion; the agenda was approved unanimously.

**3. Chairperson's Comments**

Chair Bradstreet asked members to contribute to the snack fund.

#### **4. Public Comment**

Rep. Glimme stated that as BUSD staff and as a parent, he appreciated the clear and cogent messages from the district in response to the COVID-19 situation. He felt the district had shown really good transparency.

#### **5. BSEP Director's Comments**

*Natasha Beery, Director BSEP & Community Relations*

Director Beery asked members to consider when an additional P&O meeting will take place in early April. The hope is for April 14 over April 7, which would allow us to shuffle various items. Regarding whether restrictions may increase due to COVID-19, the current message from BUSD via the City of Berkeley is a recommendation to cancel large gatherings, to minimize community spread. Out of abundance of caution we are canceling all large events and may need to look into ways to augment how committees meet. Per the district's legal council, we can hold Brown and Greene Act meetings via teleconferencing. There will be a presentation at the Board meeting the following evening with more information.

She and Ms. Perez have been visiting SSC meetings, and it has been good to hear what committees are discussing and needing. One recurring point, from most of the meetings visited so far, is the question of whether there will be support from BREA around surveys.

#### **6. Superintendent's Report**

*Dr. Brent Stephens, Superintendent of Schools*

Dr. Stephens addressed concerns around the Coronavirus, stating that it is clearly the case that we will wrestle with increasingly more difficult decisions about how the district will respond. We have stepped up precautions, and next we will see increased social distancing precautions. Large gatherings and sporting events will be cancelled, and any field trips where large groups are indoors together. We may have to take further steps depending on county and city guidance from health officials. We are trying to plan for contingencies, and are considering the challenges of offering an educationally contiguous program in the event of school closures. We may be able to offer online options for secondary level, but there are difficult questions around how we offer those and make it equitable as far as access, SpEd needs, 504 plans, etc. Our obligation is to serve all kids, not just the average students, or not offer it at all. We can't effectively discontinue services to some students and not others. If we were to close schools, we can enact a plan to provide meal services at most schools to allow free/reduced lunch students the opportunity to access food.

On a happier topic, thanks to generosity of Berkeley voters last week, we renewed two BUSD tax measures: our maintenance tax and facilities bond, as well as the new BERRA tax which will provide much needed increases in compensation for teachers and staff. BUSD was one of only three districts in the area to pass its school tax measures. The state facilities bond was defeated, unfortunately meaning billions of dollars in potential state-wide revenue is lost. For political observers it was surprising, and could be telling of things to come for other future state-wide educational support measures. He expressed gratitude to the Berkeley community, campaign committee, and all volunteers and voters.

## **7. School Board Update**

*Judy Appel, School Board President and BSEP Liaison*

President Appel also thanked the voters for passing all three local measures. This is the first time we've had to go for a measure to increase salaries, which our employees deserve and work hard for. The measures passed robustly, showing how generous Berkeley voters are and how valuable high quality schools are to this community. She also thanked those who helped out in the campaign.

The Board is supporting Dr. Stephens and the district's treatment of the COVID-19 crisis. It is great to see appreciation of communication, and she agreed and appreciated the tack we're taking in following county and city guidance. Closing schools is not necessarily best for communities and families; individuals can keep students home if they choose now, but we want to remain open for those who don't.

## **8. Approval of Minutes**

*February 25, 2020*

Rep. Bellows moved to approve the 2.25.20 meeting minutes, Rep. Glimme seconded; the minutes were approved unanimously.

## **9. SBAC Report**

*Reps. Carla Bryant, Nicole Chabot, and Josh Irwin*

Rep. Chabot shared that the SBAC committee went through another well organized presentation of the moving parts of the shifting district budget. The shortfall is floating around more than \$3 million, taking into account things shifting to new budgets and moving one-time expenses into ongoing revenue streams, plus new asks. The overall \$1.4 million in cuts to the General Fund (GF) is amazingly without too many cuts in services. The big ask is that it also includes a new request of funding from BSEP of \$2.4 million, between the class size shift and other requests. It was mentioned that this leaves the BSEP well tapped dry, and next year there will need to be different sources for these expenses. There was not anything significantly different than was discussed at our last P&O meeting.

Dr. Stephens elaborated that the package of reductions to the GF will be presented to the Board at its next meeting, and then the subsequent meeting will see a vote. Approval was unanimous across all stakeholders in the SBAC. Chair Pastika asked for clarification about the shortfall numbers, and Dr. Stephens explained that the \$3 million overall total does not include the adjustment to the Teacher Template. Rep. Weissglass asked if the budget would get worse if the schools have to close. Dr. Stephens answered that we shouldn't lose revenue, as the state has a waiver process which we can apply for in case of emergencies. We can't go back and extend the school year, which would cost us 2 weeks of pay which we could not afford; our contract with the teachers' union wouldn't allow us to extend work days in any case, actual costs to extend the school year notwithstanding. We are not like districts in parts of the country that have built-in "snow days". In the case of an emergency closure, per CA Ed Code students' missed school days would count as excused absences, and count toward educational minutes requirements.

Director Beery explained that the mentioned \$2.4 million in asks to BSEP for the coming year will be reviewed as components of various plans, which we will see collectively in the coming

weeks. Dr. Stephens added that no positions are being cut, any changes that would impact school positions have been removed from the proposal.

**10. Recommendation BSEP Funds in FY 2019-20: Measure A Carryover: Program Support**

*Dr. Brent Stephens, Superintendent of Schools*

Dr. Stephens distributed the following document:

- Recommendation for Additional Expenditure of BSEP Measure A Carryover Funds for Program Support FY 19-20

Dr. Stephens explained that this is the same document presented at the last P&O meeting, proposing to use \$50,000 of Measure A carryover to bring in experts around consent and healthy relationships to students at BHS. We now have a contractor identified, Shalom Bayit, a local Berkeley organization that works to support student and parent conversations around healthy relationships. They will provide 200 hours of education, classroom to classroom in a small group educational experience, between now and end of the year. We will probably have some funds left over, and are in a discussion with the PTA Council to use these extra funds to hold town halls for parent education on the same topics. Rep. Irwin asked if there will be outcomes to evaluate from this BSEP-funded work. Dr. Stephens responded that the district has done reference checks and made this decision based on recommendations from principals and parents. Next year we anticipate adding other providers to build a portfolio of education experiences for late elementary through high school. We received proposals from five contractors, and chose this one.

Rep. Bryant expressed worry about swinging hard in the other direction, that this will be applied with certain students ending up becoming targets for accusations. She hopes that training will come in a way that respects and protects everyone. President Appel responded that she and the Board will be making sure that cultural sensitivity will be applied by contractors working with our students, that one set of boys won't be targeted, and that one set of girls won't be assumed to be victims. Rep. Flett added that it's been suggested that male athletes, as team players, have a big opportunity to be leaders in this. They already have a coach and teamwork mentality and that middle school is an especially prime time to foster this. They can be coached to become unafraid to use their voice to stand up against harassment and harm. Rep. Bryant added that she would like to add homophobic comments in the mix to be addressed as well in this ongoing education.

Rep. Irwin stated that it will be good to know the measurables attached to this group's program, which we can't reconsider later; we want to not be locked in to this one method and maintain our ability to keep pursuing best outcomes. He asked if there is an opportunity for feedback, because we want to know how people experience this. measurable, and maybe an alternate to maximize success. Rep. Vasudeo explained that she oversees the Safe Routes to School Program, which gives personal safety trainings. In this work at high schools, they do healing circles and conduct pre- and post- experience surveys to gain insight into what participants learn and gain. President Appel noted that student demands included the Coaching Boys to Men program. The issue in the past has been that the district can't offer a program to only boys' teams, but they now offer a program for girls' teams, too. It is expensive, but is something we want to be aware of because it has been tested and is really effective. Rep. Hyde would love to hear student feedback before and after the programs we implement. We don't want to make measuring it burdensome, but would

also like to hear parent feedback to know that it's changing conversations at home, at the dinner table, in the carpool. We want to see a shift in off-campus talk and behavior. She also asked if the students who were involved in protests were also involved in making this program selection. Dr. Stephens replied yes, and presented their entire list costed out, distributed across multiple funding sources, coming directly from students. They sat down with Principal Schweng and about a dozen of the student leaders, sharing a status update on contracts for Shalom Bayit and Coaching Boys to Men, as well as posting the Title 9 Coordinator position.

Rep. Flett moved to approve the use of Measure A carryover funds, Rep. Chabot seconded; the Recommendation for use of funds was approved unanimously.

**11. Recommendation for BSEP Funds 2020-21: Effective Student Support: Student Achievement Strategies and Counseling and Behavioral Health**

*Brent Stephens, Superintendent of Schools*

Dr. Stephens distributed the following documents:

- 2020-21 BSEP Student Support Cover Memo
- Appendix A: Student Achievement Strategies
- Appendix B: Counseling and Behavioral Health

This document is a revised version of what was presented two weeks ago, and the group reviewed page by page as Dr. Stephens highlighted changes. This budget represents 7% of available BSEP revenues, containing two sub-categories (Student Achievement Strategies and Counseling and Behavioral Health).

In the Student Achievement Strategies plan, the funding of 5.5 FTE of Literacy Coaches is planned to be continued. These staff are working in student services, coaching colleagues, and PD for groups of teachers. RTI teachers are almost entirely student-facing, providing interventions, and they are networked across the district and led by an RTI teacher on special assignment (TSA). The Be A Scientist Program, co-funded by BSEP and LCP funds, is included as well. These portions of the budget are unchanged. An additional \$200,000 is proposed for the African American Success Project, which currently consists of 3 staff members: a Manager, funded through LCAP, a Student Welfare and Attendance Liaison, and the full-time teacher Mr. Oakes, who is creating the Umoja elective at Longfellow middle school using 2 years' of funding from 2020 Vision. This additional BSEP funding could deepen the program and possibly expand it to other schools by bringing in another staff position and bringing in contractors.

In the Counseling proposal, two items are new: an addition of .5 FTE counseling support for Willard, to provide parity with other middle schools based on student numbers. There is also another \$50,000 to continue the new consent and healthy relationship education in the 2020-21 school year. Rep. Flett asked if this money will pay for the same program. Dr. Stephens responded no, we will evaluate providers again next year, and hope to find more revenues to spend to expand programs we are offering, this is just one funding source for that expansion.

Rep. Bellows asked where the funding is for the counselor at BTA and BIS. Dr. Stephens answered that this position will be funded by LCAP in 2020-21. Rep. Bryant asked if the FTE for

counseling is allocated to sites based on the number of kids at each school. Dr. Stephens answered that it's not quite that proportional, but close. There are incremental proposals for increases along the way, but he hasn't seen allocations tied to a specific formula. His understanding is that the staffing allocations started from student numbers, and then the district fielded proposals along the way most often aimed at Longfellow and elementary schools. Rep. Bryant noted that the state is evaluating using an equity index, and if we think about this next year, we should explain why a certain percentage is being given to different groups.

Rep. Irwin added, given the conversation about spending on middle school counselors, that we should consider the 2.4 FTE provided at King. They have been and are still using site funds to bring that up to an even 3 FTE. It has been this way for a long time, it's a fait accompli that their site money will always be spent for this purpose. If Longfellow receives 1.2 FTE, they'll need to decide whether to use their site funds to bolster that as well, and will need to ask whether that expenditure will be likely to get behavioral outcomes that they want. Similarly, we have the district-funded and site-funded RTI and math positions; Lit Coaches are cemented and now math is coming up a lot. He wondered if the district is providing any sort of feedback for different schools choosing to spend on math RTI staffing, and asked if it would be possible to see and share results there. For example has, or will, BREa be able to provide numbers, analysis, statistics to help other schools make these decisions in the next couple of months. Dr. Stephens responded not in the next couple of months, BREa doesn't have the capacity this year. It is the right way to contemplate investments, but can't happen this planning season. The Principals' meetings see some of these discussions. Rep. Irwin continued that site committees used to have BREa staff come and give presentations with statistics, which helped SSCs to discuss funding decisions. It's always been a struggle, how SSCs can know what to spend on when there isn't enough money to fund everything we know we need. Willard came with great data on their math lab, sharing pre- and post- data showing student growth from the program. Schools can demonstrate data connections between spending and outcomes.

Rep. Glimme moved to approve the Recommendation for Effective Student Support in 2020-21, Rep. Jordan seconded; the Recommendation was approved unanimously.

## **12. Recommendation for BSEP Funds 2020-21: Support for Teaching: Professional Development**

*Brent Stephens, Superintendent of Schools and Bajé Thiara, Associate Superintendent of Ed. Services.*

Dr. Stephens and Ms. Thiara distributed the following documents:

- 2020-21 BSEP Student Support Cover Memo
- Appendix B: Professional Development

Dr. Stephens introduced the cover memo, explaining that this budget represents 66% of available BSEP revenues, most significantly the BSEP contributions to class size reduction. It also stretches further to fund BREa and PD, among other things. As discussed previously, the GF contribution for class sizes will be reduced in 2020-21, which proportionally increases the BSEP contribution to maintain reduced class sizes. Adjustments to the PD and BREa proposals will be reviewed in separate appendices. Expanded Course Offerings (ECO), includes electives,

Advanced Placement, AVID, labs and more. This funding remains unchanged. In Classroom Support, Universal 9th grade (U9) staffing funding continues. Two-Way Immersion (TWI) support at Sylvia Mendez elementary also continues. Funding for International Baccalaureate (IB) Coordinator continues. The first new insertion is 5 FTE for teachers to support students with disabilities as discussed at 2/25 meeting. This will effectively reduce caseloads at the 6 BUSD school sites with the highest caseloads, and will have two staff coordinating assessments and initial IEPs from the District Office. The second new addition is a 504 Coordinator for BHS, which was also discussed at the previous P&O meeting. The Activities Director at BHS is a new addition, it was not presented at the last meeting. Overall in the district we had 4 positions that we needed to accommodate, and at the last meeting we proposed adding the CTE Coordinator and Dean of Attendance positions from BHS to this BSEP budget. We exchanged the CTE position for the Student Activities Director position [which despite the working title is actually a Teacher on Special Assignment], and the Dean of Attendance remains in this proposal. The Activities Director is a more student-facing position, giving direction to the student government and all student clubs at Berkeley High, plus teaching the Student Leadership course. The Dean of Attendance works around chronic absenteeism, is essentially a counseling position.

In response to a question from Rep. Irwin, Director Beery explained that each position costs roughly \$110,000, so this budget's staffing cost would have been around \$1 million before the 5 SpEd positions were added, and that now totals \$1.589 million. Rep. Weissglass asked if the Activities Director's work falls within the wording of the measure for this purpose. Director Beery answered that yes, and in general we have tended to use those dollars in measures E1 and A for additional FTE above and beyond what the TT could support, addressing specific programs or directed toward doing something with students. This position teaches multiple sections of a Leadership course and works directly with student government and clubs. There are at least 100 clubs at BHS, with this position interacting with all of them and teaching classes. Rep. Glimme agreed, in that this position supports what happens in classroom educational activities, and expands students' days before and after school and at lunch as well.

Considering Professional Development (PD), appendix B, Dr. Stephens explained that Ed Services staff have had a couple of meetings with the PD team, to consider existing and new lines of work for the coming year. They have contemplated the role of the PD department and its BSEP funding around phonological processing and dyslexia. They have also looked at better supporting English Learner (EL) students and the African American Success Project. Note that BSEP funds are not the only revenue source for PD in the district. Director Beery explained that the overall structure of FTE and staffing remains essentially the same in this proposal, including funding for the K-5 Literacy Coaches and the PD Coordinator position. An add-in is the .4 FTE for the K-8 science TSA, which had been funded from the Next Generation Science Standards (NGSS) Transition block grant, now expired. A number of initiatives are continuing including cultural competency training, workshops, teacher-initiated professional development funds per the MOU between BUSD and the teachers' union (which states that there shall be funding available for teachers to use to suggest PD opportunities; BSEP is not obligated to provide this but it has landed in this budget). New PD initiatives aim to result in accelerated literacy improvement and EL support. Director Beery noted that this plan is in keeping with previous administrations' practice, recognizing that often when working in PD it will be necessary to come

to the committee with a wish-list of initiatives that could be implemented in the coming year, but which are implemented as possible as the year develops.

Ms. Thiara stated that the plan is focusing on the district's most underserved students: ELs, African American, and students with disabilities, to find ways to streamline and integrate services to them. Particularly areas such as math services and social-emotional learning. She doesn't anticipate much changing with the plan but the possibility of refining practice. Next year we will be developing and implementing evaluation, allowing us to have that and experts to ensure that we are rolling out a research-based program. We also will be working in English Language Development (ELD) training and support, as there are many areas in services related to ELD which aren't currently being addressed. We need to provide that integrated ELD program to our school sites, and this is an area where we're not really there yet. The dollar amount ask has significantly increased, to allow room for negotiation and with the hope to have the flexibility to address funds where they are needed. Director Beery noted that she had asked BSEP Budget Analyst Liz Karam what this increase would do to the multi-year projection presented at the last P&O meeting, and the answer is that we'll run out of money sooner if we continue to spend at this rate over several years. In the worst-case scenario without any cost of living adjustments (COLAs) or other changes, this budget would run out given this \$150,000-200,000 increase.

Chair Pastika asked, in relation to PD and also the ongoing theme in these committee discussions, considering evaluations and metrics of outcomes, how we can know this is working. The committee tends to hear that we don't have that information, that it's not something that can be directly figured out. She asked what discussions have been had to establish standards for knowing that these funds being spent are achieving (or not) the goals set out. That is info that committee members should be seeing. A problem is that this committee turns over on individual levels, and it's hard to get a long view, especially with new staff. A partial remedy to this problem is providing in writing at the front end what is being sought in the use of these funds, so that at the back end of a budgeting year, as we are asked to re-up funding for these programs, the committee has a basis on which to decide how to proceed. She asked where the conversations setting the objectives being sought by these programs are happening.

Dr. Stephens noted examples from the district where people take program evaluation seriously for this purpose. See the Math Lab at Willard or Reading Recovery district-wide. It is true at some schools with RTI as well, such as at King or Rosa Parks. As a district we do have trouble aggregating data. Chair Pastika asked if goals are being set systemically and then being evaluated. Dr. Stephens responded that at individual school levels, yes, sometimes; at a district level not yet. It is proposed to bring Program Evaluation to bear on literacy efforts, at a cost of \$60,000. All educational groups are asking for this information, and we are finding some places where we don't have consistent data across all our sites.

Rep. Vasudeo asked how the demographics were chosen for the culturally responsive teaching workshops, and why the focus is on ELs in general rather than Latinx students. Additionally, she asked why demographics are not called out for culturally responsive lab classrooms. Ms. Thiara responded that ELD has been a big red flag, representing BUSD students who need serving. She also responded that many of our ELs are not Spanish speaking, and we are looking at how we serve all of our students. Dr. Stephens added that when he and Ms. Thiara arrived in the district,

we had a long trail of audit findings on EL services, but integrated ELD was a point of need and this focus was placed here in response to these audit findings.

Rep. Weissglass appreciated the new thinking around PD, but cautioned that in a year or two as these funds run out, we'll need to start thinking about which of these will have to be cut next year even as we're implementing this plan; there has to be thinking about which aspects won't make it through next year. Dr. Stephens responded that the district can't perpetually support only literacy, but needs to address math and science as well as other areas. He stated that we have to think in projects and waves so that we're reaching a planned approach to rolling these out over several years. Rep. Chabot noted that a topic that she has heard expressed by experienced general education teachers is a hunger for more PD around supporting full inclusion and SpEd students, and how to merge general education and special education in our inclusive district. The current practice of having SpEd students working with IAs separately in inclusion classes leaves the current system feeling siloed. Ms. Thiara responded that they have been having these conversations in Ed Services, discussing how the district is providing the necessary PD or support so that they can be better identified and given additional support in classrooms. There is work in this budget to address this concern, our inclusive district is key to future plans, and Ed Services is making plans about how to bring teams together to address this.

Rep. Hyde felt that, looking at the overall way funds are being spent, there is an imbalance toward literacy over math. It may be the district's stance that language must develop first to help kids grasp math concepts, but the most striking numbers are showing how many of our student groups are failing in math. She asked if the district must lean towards literacy or whether that could be re-balanced next year or soon. Dr. Stephens responded that the imbalance is obvious. The district is not proposing to change Literacy Coach funding this year but recognizes that we have to start pushing to close that imbalance. The current PD in mathematics doesn't reflect the push for math that we need to have. As we identify GF and PD resources, we have been asking our PD Coordinator to become more targeted in math this coming year, though that focus is not taking the form of new positions yet. Chair Pastika asked how many days out of the classroom these PD proposals represent for teachers. Dr. Stephens will bring that information back to the committee. Rep. Glimme shared that in past, we have spent substantially more on math, including many more FTE at the elementary level and reduced class sizes in upper grad math sections, and those actions didn't seem to have any impact. There was a desire to look at other options and strategies but haven't found those yet. In his 25 years' experience, this is not a new challenge. Rep. Bryant advised that the district start early, noting that the committee hasn't heard any strategies targeting the Pre-k program, knowing that kids can begin to fall behind as early as 2 years old. Rep. Vasudeo shared that at Cragmont, they have started math intervention from K-2nd grade. Their SSC had a presentation from their RTI coordinator about how well it's been going, and the teachers present have seen improvement in splitting up rooms at younger grades. She advised that Cragmont would be good to look at as an example, and it seems that there's a need to start early. In response to a question from Rep. Chabot, Director Beery clarified that this PD budget is spending down the Measure A fund balance, though in the larger HQI budget in Measure E1, the timeline is longer before cuts to programs would have to be considered..

**13. Recommendation for BSEP Funds 2020-21: Support for Teaching: Program Evaluation**  
*Brent Stephens, Superintendent of Schools*

Dr. Stephens distributed the following documents:

- 2020-21 BSEP Appendix C: Program Evaluation

Dr. Stephens explained that the only change from the P&O committees' previous review of this plan is an insertion of \$60,000 in contracted services. Otherwise the plan restores a relatively low-ranked administrative position to oversee BREA, and includes .5 FTE for an administrative assistant. Expenses for contracted services went from \$60,000 to \$120,000 to bring in program evaluators to address conversations happening in this and other groups. One evaluation will focus on literacy specifically. Rep. Vasudeo asked what the plan for evaluating OFEE will be. Dr. Stephens replied that conversations are centering on increasing program evaluation. OFEE Liaisons are entering and tracking family contacts, as well as contacts with students and families on McKinney-Vento lists. We would like to push into an experiential look to know how families are experiencing the services. We have a list of anecdotal sets of issues that families run into, like feeling disrespected or finding policies they can't navigate. Rep. Vasudeo asked how evaluation would tie into services offered, for example with culturally competent IEPs, how many do OFEE staff help with and how many staff are doing this work. Dr. Stephens responded that there will be evaluation for OFEE, but that there is a lot that the team needs to do to take it to a different level.

#### **14. P&O Bylaws Amendment, P&O Oversight**

Director Beery distributed the following documents:

- BERRA Measure E of 2020 Full Measure Text
- P&O Bylaws Revision

Director Beery explained that the P&O committee has established bylaws. We recently revised, with Chair Pastika's help, the K-8 SSC bylaws, but in the push for new the new BSEP measure we haven't yet revised the P&O bylaws. Currently the old P&O bylaws still refer to measure A and SGCs, which needs revising to Measure E1 and SSCs. The more interesting question is what we may do about the new BERRA measure, Measure E of 2020. 95% of these BERRA funds go to address staff compensation, which is a simple calculation and is easily overseen. The remaining 5% is to support recruitment and retention in hard-to-staff programs, and it needs a committee to oversee it. This measure was written such that the P&O committee could do this, or could not. We need to decide if we need another district committee. A number of ideas about how to use this 5% will fall in line with conversations we're having in P&O, around how we build the teaching force we need to provide our students with what they need to be successful. Now that we know we have this money, there will be plans to start spending this money in next year to support initiatives to fill hard-to-fill positions and programs developing pathways for teachers of color, pathways for classified staff to teaching, and building out teacher induction program. Our proposal is to amend the committee's name and purpose to a general Planning & Oversight function, not specific solely to BSEP funds.

If this is of interest to this group, we would welcome volunteers to work together on relevant bylaw revisions over the next couple of weeks so that it can go to the Board Policy Subcommittee on March 18 and April 9. Between these meetings we can bring any updates to the P&O on March 24. The result would be this group will then oversee those 5% of BERRA funds for

non-salary expenditures, plus a tiny amount for oversight expenses that could be folded in with the current BSEP administration/oversight funds that the P&O committee is already overseeing. Chair Bradstreet asked what would be added to our plates on this committee if this were to move forward. Dr. Stephens answered that the dollar amount would be about \$500,000 on top of the \$33 million this group already supervises, focusing on bilingual, STEM, SpEd and other types of education. It wouldn't be a large body of work. Director Beery added that in the past we have broken the group's work into subcommittees, and we can look at bringing those back to provide more room for interested members to dig into specific funds like PD, Evaluation, BERRA, etc.

Chair Pastika asked if the committee oversight of BERRA funds would be exempt from Brown Act restrictions in the same way that BSEP oversight is, which is guided by the Greene act. Director Beery responded that BERRA should also be exempt, given that most members will be parents and the Greene act was meant to protect parents. Rep. Hyde asked, assuming the extra work is done via subcommittee, if that work would take place during the day or in the evening. Director Beery answered usually in the evening, though we can look to find exact meeting times once members are set. We have rebuilt the P&O calendar this year in such a way that we could conduct this business in our regular meeting times as well. Ms. Perez will survey members to determine who is interested in potential side meetings about bylaws and BERRA oversight, in the absence of overwhelming interest it will be handled during currently scheduled P&O meetings.

#### **15. For the Good of the Order**

Rep. Weissglass wanted to mention that it seems that this group has lost plans to continue an equity discussion. He wanted to insert a reminder that it should be rescheduled. Director Beery answered that it is an ongoing question, and we are trying to find a place for this discussion to happen. There have been times that we had considered holding one or more joint BSEP and LCAP meetings to evaluate how parent committees can hold an equity focus when evaluating and directing district funds.

#### **16. Adjournment**

The meeting was adjourned by acclamation at 9:22 p.m.