

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**January 14, 2020**

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

**P&O Committee Members Present**

Nicole Chabot, *Berkeley Arts Magnet*  
Jonathan Weissglass, *Emerson*  
Pamela Hyde, *Emerson (Alt)*  
Vanessa Garza, *John Muir*  
Carla Bryant, *Oxford*  
Weldon Bradstreet, *Rosa Parks*  
Kate Jordan, *Sylvia Mendez*  
Heather Flett, *Washington*

Jose Rodriguez, *Longfellow Middle School*  
Terry Pastika, *King Middle School*  
Rita Gaber, *Willard Middle School*  
Aaron Glimme, *Berkeley High*  
Josh Irwin, *Berkeley High*  
Esfandiar Imani, *Berkeley High*  
Shauna Rabinowitz, *Berkeley High*

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

Tamara Perkins, *Early Childhood Education*  
Alisha Graves, *Cragmont*  
Chris Wallace, *Jefferson*

Jenny Morgan, *Willard Middle School*  
Evon Williams, *Berkeley Technology Academy*  
Felicia Bellows, *Independent Study*

*\*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 Member*

**BUSD Staff:**

Dr. Brent Stephens, *Superintendent of Schools*  
Jay Nitschke, *Director of Technology*  
Natasha Beery, *Director of BSEP and Community Relations*  
Elizabeth Karam, *BSEP Senior Budget Analyst*  
Danielle Perez, *BSEP Program Specialist*

**1. Call to Order and Introductions**

At 7:16 p.m. Chairperson Bradstreet called the meeting to order. The meeting began with introductions around the table. Many SSCs had reviewed student test score data and were concerned with disparity in outcomes along racial and socio-economic lines.

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

The quorum was established with 12 voting members present (increased to 14 later in the meeting). Chair Bradstreet asked for a motion to approve the agenda, Rep. Irwin moved to approve the agenda, Rep. Chabot seconded the motion; the agenda was approved unanimously.

**3. Chairperson's Comments**

Chair Pastika shared that she and Chair Bradstreet asked to have specific time limits included in the agenda, to ensure that all agenda items receive adequate attention. In the event that a

discussion runs out of allotted time, the Chairs will make sure to ask for members to share any further unanswered questions, to be included in the meeting record and addressed at the next meeting.

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

There was no public comment.

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

*Natasha Beery, Director BSEP & Community Relations*

Director Beery shared that we have added a Board Update to the agenda for Board President/P&O Liaison Judy Appel to address the committee each meeting. Per the request to consider safety procedures, she informed all present that in the event of an emergency the preferred exit is through the South doors to Addison Street, and that the parking lot on Browning St. is typically the designated meeting area for those in the District Office building during any evacuation.

She explained that usually the program manager presents the Annual Reports, but because Pasquale Scuderi has left BUSD to serve as Superintendent of Alameda USD, Director Beery will present the group of reports on the agenda for this meeting.

Director Beery also informed the group that she will be away for the next two meetings due to family obligations, and that Director Nitschke will fill in for some of her P&O meeting duties until she returns in late February.

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

*Dr. Brent Stephens, Superintendent of Schools*

Dr. Stephens showed a slide presentation to the group, with the intent of sharing how he hopes to hold an equity lens, with particular attention to serving African American students and their families, to the district budget planning and LCAP writing processes. See slides for details. He presented data that shows drastic discrepancy between student groups along ethno-demographic lines, and noted that this gap is persisting in proficiency rates in both ELA and Math. He stated that the challenge for the district and its committees is to scrutinize how we're spending our dollars and how we can spend differently, recognizing that equity requires disparate investments to achieve equal outcomes. The planned spending should not address this concern as an afterthought, rather the idea is to take care of these priorities first then tackle other spending. He is proposing scrutiny and deepening thinking in district investments utilizing a district-held African American success framework. Hopes to focus on practices that have a positive impact on AfAm families, addressing who has access, and what access looks like. At the core of teaching and learning processes is focusing on positive identity development as a counter to large-scale racist forces in our society. There is also emphasis on staff diversity and the impact of teachers of color, as well as family engagement, a dual-capacity framework, and staff being receptive to parent advocacy. Also raising awareness of implicit bias. These things in combination can be used as a lens to critique our current investments and plan our future investments. It's not to say that some of these things aren't already happening, but stating that our goal is to be more

comprehensive and unified and able to carry this analysis, with the same lens and commitment, over several budget cycles. Given that BSEP represents one-third of the district's budget, he is passing these thoughts through this committee for comment, and there is high potential value in alignment between groups using this framework.

## **7. School Board Update**

*Judy Appel, Present and School Board Liaison*

President Appel shared that the Board did pass a budget schedule, which she asked to be shared with the committee, to show how the BSEP conversation fits into the full district budget conversation. At the December 11 Board meeting there was a presentation of current Family Engagement activities, and knowing what is being done now in this capacity can be very helpful as the district is talking about this new framework. She shared that she is personally looking forward to engaging in this journey with the new Superintendent and district staff.

## **8. Approval of Minutes**

*December 17, 2019*

Rep. Irwin moved to approve the 12.17.19 meeting minutes, Rep. Jordan seconded; the minutes were approved unanimously.

## **9. Annual Reports Financial Summary and Questions**

*Elizabeth Karam, BSEP Senior Budget Analyst*

Ms. Karam began by explaining that the Budget Summaries include they overview of what happened financially for each budget. The textual narrative reports provide program highlights, but don't include every expense, and none of the narratives mention indirect costs. She also clarified that the unallocated reserve is a placeholder that also pays for contingencies. Rep. Rodriguez asked what rationale existed behind consistent underspending of overall budget totals from the beginning of each year, which seemed to represent a conservatism in the budgeting process. Ms. Karam explained that the approach involves many considerations, most of which come down to Cost of Revenue Adjustments (COLAs, the primary mechanism for BSEP revenue to increase year-to-year) not keeping up with costs over the life of the measure. Contractually obligated step and column increases to staff salary and benefits costs are a known burden, and the reality that overall program costs will only increase are factored against the experience that COLAs never stay robust over the 6-8-10 years of a tax measure. She added that it doesn't work from a financial or programmatic point of view to begin funding a program and then have to stop it when costs inevitably increase; particularly because once teachers become permanent district employees, we are obligated to continue to employ them, even if the funding for the program in which they are working is gone. Much of these decisions about how much to budget is at the discretion of the Program Managers Another factor is that 2018-19 is only the second year of Measure E1, when you still won't be seeing everything to be funded over the life of the budget. In the first year we hadn't even collected all the revenue until September, there are variables that we consider and we need room to keep up with what we want to do in the future.

She went on to explain that the district uses assumptions based on state-wide norms, for example

for BSEP budgets we work from the Bay Area CPI for our COLA while state contributions to the GF are from a state-wide COLA, and district staff build budgets based on those values. Though she can't address what program decisions are being made by program managers, there is a systematic method of planning for and building budgets. Looking at multi-year projections, we look across the board using the same district-wide standards. Rep. Glimme added that part of the reason that the budgets look flush right now is that for the last three measures we have run out of money. By the time we got to the end, in some categories we couldn't cover all the programs that we supported at the start of the measures; costs outstripped costs, because COLAs don't reflect actual cost increases to produce teachers and classrooms. This time around, planned amounts were nudged up to start higher with a cushion, so that programs we begin now are less likely to need to be cut later. President Appel concurred, stating that when the Board discussed this there was an intentional understanding that we need to leave more money unspent at the beginning to be able to pay through the end, this was built into the business strategy of this measure. In the past we have had to use GF resources to pay for costs that BSEP had previously covered, which forces the district to make hard choices. Director Beery offered to share an enumeration of elements of the budget model and assumptions that went into this measure's planning which can help delineate the levers we were looking at while making these planning decisions. Of course, reality is different than model, and as we go on we will need to adjust accordingly. We will have an opportunity engage with these questions when we tackle planning for our largest budget, which has the largest fund balance to work with.

Ms. Karam added that we still have resources carried over from the previous Measure A, and we are using \$1 million to fund one-time expenditures in 2019-20; if that wasn't available we would be using current measure funds to maintain these programs, so that's pushed savings for the present. Chair Pastika asked if, when measure was structured, was considering having to assist the GF included in planning. Director Beery answered that this can be addressed with more time at a later meeting.

In response to another question brought up in the previous meeting, Ms. Karam explained that the district receives three payments of tax revenue for each fiscal year with the final payment coming in September after our books are closed. The staff have to do an estimate about how much that payment may be, and the difference between that estimate and the actual payment shows up in the next year's budgets. Sometimes we also get more money than we're entitled to; for example some non-profits don't file their tax exemptions on time and must pay the full tax amounts, then we receive that money rolled into our regular payments. The non-profit then must late file for their exemption and we have to refund that amount. We can never know who will come back for refunds. Though, overall, the estimates are generally very close. In 2018-19 the difference between the estimated revenue and the actual amount received was about \$35,000 out of a \$32 million total.

**10. 2018-19 Annual Reports: High Quality Instruction, Effective Student Support**  
*Natasha Beery, Director of BSEP*

Director Beery Distributed:

- 2018-19 High Quality Instruction (HQI) Annual Report
- 2018-19 Professional Development Annual Report

- 2018-19 HQI Budget Summary
- 2018-19 Professional Development Budget Summaries for Measures A and E1
- 2018-19 Program Evaluation Budget Summary
- 2018-19 Effective Student Support Annual Report
- Student Achievement Strategies Budget Summary
- Counseling and Behavioral Health Budget Summary

Director Beery began by explaining that of the \$30million budget for HQI,  $\frac{2}{3}$  is dedicated to reducing class sizes. BSEP is somewhat unusual compared to other school districts with special taxes, in that we make specific promises about percentages of overall revenue to be applied to specific purposes. The purposes usually have a little flexibility built into the definitions, but we are specific with things like class size goals, which is the single biggest promise BSEP makes. It is carried out as a contribution to the general fund known as the Teacher Transfer. The dollar amount of the Teacher Transfer is based on calculations laid out in the Teacher Template document, which shows the number of teachers needed in a given year to reach our stated class size goals. We will bring the projected enrollment for each grade level and will show our calculations of how many teachers we'll need, given that the General Fund pays for some of the teaching costs and BSEP pays for the rest to reach class size targets.

In 2018-19 we did achieve those class size goals, and we've met them this school year as well. Each year, after we meet that promise, what remains in the HQI budget can be planned for other purposes. Note that we did not plan to use all the available funds, because our models tell us that we need to reserve something for the out years. Working with Educational Services, we determine how best to meet student and district needs through services permitted within the measure structure. In HQI, after class size is addressed, the budget can address what we call Support for Teaching, which is an umbrella over professional development (PD), classroom support, program evaluation, and expanded course offerings (ECO), as well as indirect costs. The actual HQI expenditures in '18-19 were less than original budgets but were not too far off. Usually when we have savings over budget it's because we have unfilled positions. Ms. Karam pointed out that the contributions to the GF for the Teacher Transfer were actually higher than projected, even though the overall the spending still stayed within the budget.

Each program in the Support for Teaching category has its own manager, and next we will review PD. In '18-19, this program was within budget, and paid for the PD Coordinator position, a portion of Literacy Coach salaries to strengthen teaching practices, PD leaders and an Instructional Technology TSA at BHS, as well as paying for half of a district Technology TSA. The budget variances were pretty small in '18-19.

The retrospective Annual Report also includes updates about how the funds are being used this year as well, which helps to lay a foundation of knowledge about what has happened up to now in advance of the planning that will be presented to the committee shortly for the coming school year.

Rep. Glimme noted that there is a missing footnote #2 on PD report. Director Beery responded that the footnote should read that these positions were multi-funded. Chair Bradstreet clarified that for these multi-funded positions, this report is only showing the BSEP contribution. Chair

Pastika asked if Program coordinator Ms. Reed can give a presentation to the P&O about what types of PD happened and the outcomes/systemic impact of that investment, including how those are being measured.

Director Beery explained that the Evaluation budget is not that large, as it was reduced significantly a couple of years ago due to reductions from the SBAC; there is no longer a Director and the plan was to have a coordinator position instead. For '18-19 this program was only staffed by TSAs, and Associate Superintendent of Ed Services Pasquale Scuderi oversaw the transition. This year we have a coordinator in place and one TSA. This program supports principals by ensuring they have data they need for sites, and supports program managers in using data to substantiate program directions. In our district there is so much data, deciding which to look at can be overwhelming. Work was done on what indicators would be used, and around milestone indicators. Two meetings from now this committee will hear from our new Associate Superintendent of Ed Services Bajé Thiara, as well as our new Coordinator for Evaluation Thom Rhinehardt, about where the district needs to be focusing our evaluation dollars. We also have required data to gather for state, federal, and other mandatory reporting, and data is also needed to apply and qualify for grants. This department handles all of these tasks. Dr. Stephens added that the district brought on Dr. Wing as consultant at the start of 2019-20 to get a sense of what is valued in BUSD data production and use, and Dr. Wing is creating a report that we'll use to inform the rebuild of the Berkeley Research and Evaluation (BREA) staff. Given that the team emptied out last year, we weren't convinced we would rebuild it in the same structure.

Director Beery informed the committee that there will be an intro to the Teacher Template at the next P&O meeting, then a review of the actual 2020-21 TT at first meeting in February. Rep. Chabot asked when a discussion about changing the district contribution numbers on the TT will be discussed. Director Beery answered that it will be discussed at the next meeting, and that she is asking Assistant Superintendent Pauline Follansbee to create a model to see what potential budgetary outcomes would be. District administrators are just now looking at enrollment model numbers. Rep. Chabot asked if, along with the different scenarios, the group could also see this year's enrollment data with the proposed changes in funding ratios. Director Beery answered that Ms. Follansbee has been doing that work to see what kind of savings we can expect to see to the GF, and to evaluate whether BSEP increasing its contribution could keep the GF budget from having to make additional cuts. But we also must consider how those changes can play out for BSEP over time, given what we might programmatically want to pay for. Dr. Stephens and Ms. Thiara will also bring this committee programmatic considerations with dollar amounts attached to them for consideration in concert with proposed changes to the TT.

Moving on, she explained that the counseling expense has its own budget with Measure E1 and has expanded from only serving middle school to being available for any level, currently providing staffing at the middle schools and at BTA. All three middle schools use site funds to round out BSEP-provided FTE. There has been an ask from the principal at Willard for BSEP to supply more counseling FTE proportionate to enrollment increases at that site, to maintain parity of student to counselor ratio compared to the other two middle schools. Also, in 2018-19 BSEP co-funded with LCAP to pay for Office of Family Engagement and Equity Specialist positions, though that expansion of OFEE staffing from 3 to 5.5 FTE was only possible by drawing on a

fund balance, which can't support ongoing staffing. During last year's SBAC discussions, it was decided that instead of cutting that budget, LCAP would fund OFEE staffing in 2019-20, while BSEP is paying non-staffing costs like materials, contracts, conferences, etc. Ms. Karam elaborated that part of the rationale was that OFEE staff activity more closely aligned with LCAP purposes, and BSEP taking on Lit Coaches was appropriate as those positions were more broadly used by all students. OFEE Supervisor Ann Callegari would like to give her Annual Report at the next P&O meeting.

Rep. Bryant asked if counseling and other services in Student Achievement Strategies were allocated based on student numbers or using an equity index. Director Beery answered that they have always historically been based on the number of students, though possibly changing that practice is a conversation well worth having. She noted that there are some things we must allocate on a per-pupil basis, like Site Program funds, but we could apply this focus to other resources. Rep Imani asked if the allocation for Student Achievement Strategies was similar in previous measures. Director Beery answered that it remained the same from Measure A to Measure E1. Rep. Imani responded that looking at student achievement data presented earlier by Dr. Stephensr, while acknowledging that money isn't the solution for everything, it would appear that the strategies in place aren't necessarily bearing out results. Director Beery explained that this new measure was constructed with room, particularly within the largest budget for "classroom support," to be flexible and identify changing needs and sharpen focus as necessary. From our current position we can bring more dollars to bear there. She also noted that we can get creative about how we can fund programs in different proportions, for example shifting counseling so that we can prioritize student achievement strategies because of how the measure specifically allows for a flexibility of funding percentages for certain resources. The measure is written such that all these purposes may be funded, or none of them may be funded.

Rep. Glimme noted that student achievement strategies are in every budget, we use all the money available in concert to deliver services to improve achievement, whether from the GF or BSEP. Rep. Bryant shared that the State is considering using an equity index driven by data, in recognition that some schools and communities have large needs, to determine funding rather than allocating equally. Rep. Glimme shared that at BHS that is already in practice, for example AP chemistry has a class size of 38 kids, specifically so that struggling students can have drastically smaller classes. Rep. Irwin stated that he would like to evaluate the bang for our buck with counseling; if for example there are two counselors serving a given student population, to weigh whether it might be better to put resources toward RTI coordinating services for more students. He would like to evaluate how much funding is supplying results in this process. Rep. Rabinowitz pointed out that counselors do not only represent their own work hours, they also recruit and supervise multiple interns serving students and collectively provide vitally important services. She advocates preserving counseling in the district out of consideration and care for the whole child. Rep. Bryant stated that this venue is a good space to have this discussion, and she would like to see potential changes framed not as some students *not* getting a service, which can lead to one-upsmanship as different committee members personally value different services most. She stated that every student doesn't need Tier 1 supports, and she believes that we need a different type of Tier 1. She asked if we can evaluate the situation differently, if a lot of work is being done but there is still a huge set of kids who aren't benefiting equally. Rep. Glimme responded that it isn't easy to consider positions as a tension, i.e. Lit Coaches versus Counselors,

when collectively they serve the same students. It is a challenge to decide what to prioritize when decisions are framed that way. Dr. Stephens agreed that there is a big question about how we avoid just comparing personal experience, and he proposes using data and a shared framework and lens. If we have a lens we can pick up questions and apply them to investments. It is the district staff's job to bring proposals to groups like the P&O, and where we have unexpended funds propose where we might apply those. This is coming, we're working on a roadmap now. Rep. Bryant requested that program managers bring not just research to this group, but also provide their definition of success and whether they've achieved that. Dr. Stephens responded that most districts can't produce data that definitively proves a particular program provides success, but it's a challenge we have to work on.

## **11. Summary of First Interim Fiscal Report 2019-20**

*Elizabeth Karam, BSEP Senior Budget Analyst*

Ms. Karam distributed the following documents:

- Measure E1 2019-20 First Interim
- Measure A 2019-20 First Interim

Director Beery began by explaining that this agenda item is an overview of the current state of BSEP dollars as of this year. The format is an attempt to give a snapshot of the entire BSEP budget in one page, pulling data from Ms. Karam's reports and colorizing it to show shared purposes or flexibility of funds. The HQI budget is projected this year to add another \$1 million to the fund balance. There have been additional costs pushed in and we're at \$4.5 million in the fund balance, while our model was aiming for \$3 million to sustain the program through the life of the measure. We had a higher COLA than expected and an increase in square footage in the city that contributed to this increased fund balance. So we need to evaluate the current position and trends, to determine how we can use these resources. Given the promises made district-wide for salary increases, and proposals currently coming from Ed Services, there will still be room to make moves.

Ms. Karam explained that the First Interim budget for the district is based on the Governor's plan and May budget revise, which then changes after we adopt our budget as we realize changes on the ground such as new hires or employees moving positions. This year in November BFT (the teachers' union) and the district settled on a 2.5% salary increase, so this budget includes that cost plus all other unions' "me-too" clause. The adopted budget represents our first set of assumptions, while the first interim is our first revision based on what we know has changed since then. The second interim is based on what we know as of January 31, is where we hone in on what we'll spend through the end of the year, and which informs how we begin to plan for spending in the coming year.

Director Beery noted that the documents contain a synopsis of what each measure says we can spend each resource on. The bottom row is a synopsis of what's being done with resources currently. Italicized are what has changed in previous years. The numbers are from the Annual Plans, and we will see actuals in the Annual Reports after the fact. The Annual Plan binders are more explicit about what each plan contains. Note that there have been many small expenditures, as HQI is where we ended up paying for some things that the GF classified as potential cuts, and

it was asked at the end of last year that BSEP pay them one-time to give the district another year to make final decisions. Those will be a part of SBAC discussions this year. Ms. Karam added that the state requires that we keep a 3% reserve in our central budget, but we actually need to keep more than that. The more we spend the more that reserve will need to be. You can see in some resources that there is planned deficit spending, expending more than revenue brings in, which is how you spend down fund balances.

## **12. P&O Elections**

*Terry Pastika and Weldon Bradstreet*

Current co-Chairs Bradstreet and Pastika nominated themselves to continue in the role. There were no other nominees. Rep. Bryant moved to re-elect Terry Pastika and Weldon Bradstreet as P&O Chairs, Rep. Glimme seconded; the motion was approved unanimously.

The P&O Steering Committee requires at least 6 members, which includes both co-Chairs by default. Chair Pastika reminded members that these are also open meetings, and all are welcome to attend. Chair Bradstreet noted that they are shorter than full P&O meetings and typically happen around once a year. In addition to Chairs Pastika and Bradstreet, Reps. Glimme, Rabinowitz, Flett, and Weissglass self-nominated to serve on the Steering Committee. Chair Bradstreet moved to approve the above slate, Rep. Irwin seconded; the motion was approved unanimously.

SBAC requires two voting reps from P&O, with one alternate. Rep Irwin volunteered to be alternate, and Reps. Bryant and Chabot nominated themselves as voting representatives. Chair Bradstreet motioned to approve the above slate, Rep. Pastika seconded; the motion was approved unanimously. Rep. Imani planned to attend as much as possible without holding a formal role.

## **13. SBAC Update**

Rep. Chabot shared that the first SBAC meeting was a great kickoff, which introduced the new group and gave an overview of its purpose. The gist was to set the stage for the new year, and they discussed the state's 20-21 budget, what it looks like and what we know of the governor's budget from last Thursday's update. That information is still being digested and figured out. The top line takeaway is that with some adjustment, shifting, and potential asks from BSEP, the district might be able to avoid making cuts for 2020-21. The last two years of reductions have been painful, particularly after \$2 million was cut last year, so that is welcome news if we can achieve it. We will find out more as the year progresses. The group also reviewed data on equity and excellence, and received information about the Superintendent's prerogative on that. There was a group discussion and an update on the LCAP. Rep Irwin added that another main takeaway was that the governor's budget decreased the COLA from an expected 3% to 2.2% . Rep. Chabot continued that of the four moving parts that would let the district not make budget cuts, one of which is adjusting the TT by increasing the amount that BSEP transfers to GF, thus relieving pressure on the budget. Rep Rodriguez asked why there would be a need for a \$2 million budget cut. Rep. Glimme answered that the main driver is continuing increases in mandated retirement costs. Almost all state increases in funding have been taken up by mandatory increases in retirement contributions, so the GF (as distinct from BSEP) has costs that are going up faster than

revenue. President Appel shared that there is a possible offer of one-time pension relief from state. Rep. Chabot also suggested that interested members reference the article “Silent Recession” explaining the reasons behind costs increasing beyond funding for public education in California, which Rep. Chabot offered to share digitally. Rep. Glimme took a moment to remind members that reform to Prop 13 should be coming to ballots in November, and that could drastically increase state funding for public schools as well.

#### **14. BHS Bylaws Amendment Update**

*Natasha Beery, BSEP Director*

Director Beery wanted to give information to the P&O committee about proposed changes to the BHS bylaws, governing their currently bifurcated school committees. BHS has had ongoing problems filling membership of both groups, and the SSC has struggled with purpose as non-BSEP site funding has dwindled and disappeared. At the request of the BHS principal, the BSEP staff are assisting in revising the bylaws to allow that group to function as a single committee. The revisions include an option for BHS to create an ad hoc second committee in any year if they anticipate having a need for both groups. The timing around student committee member elections has been challenging because they take place before Spring Break (for the following school year). This year the BSEP Site Committee and the SSC are piloting a joint committee model, and at the same time Director Beery will bring the proposed revisions to the Board Policy Subcommittee for approval and recommendation for the School Board’s approval of the changes. Meetings of the Board Policy Subcommittee should begin again in February, and she asked Board President Appel to please help if possible approving the changes prior to the late-March BHS student elections. Rep. Glimme informed the group that historically BHS was the only site not to merge committees. They are also still working on getting a quorum for the SSC so that they can actually vote to approve the merger, and the BHS community would really appreciate the Board prioritizing approval of this change so that they can address these ongoing quorum issues. He also offered a correction, on page 7, which reads as having a 16 person committee, but the total numbers don’t add up. The certificated/other staff membership should be a minimum of 8 including the principal and at least one classified staff member. Director Beery wrapped up by clarifying that this item is for information only, it does not require a P&O vote.

#### **15. For the Good of the Order: Equity and the P&O Process**

This is an opportunity to offer other tangible suggestions about how we can apply an equity lens to our P&O processes. We can make space at our next meeting to have a broader discussion about equity, and this is time to help us craft that agenda. She asked members to email [bsep@berkeley.net](mailto:bsep@berkeley.net) with any members come up with suggestions after tonight’s meeting. Chair Bradstreet noted that this will not be the only opportunity to have input on the equity parameters of our committee processes, it will be an ongoing discussion. Director Beery noted that we are expecting a lot of leadership in these discussions to come from Dr. Stephens and Associate Superintendent Thiara. Rep. Imani shared that he would appreciate any research material to help enlighten and frame members’ thinking, beyond their own experiences. President Appel suggested that we make sure to send notices to P&O members when the Board receives relevant presentations and may have discussions on this topic as well. All are welcome to attend meetings or to watch them on live stream. Rep. Chabot mentioned that in the SBAC meeting two other

groups were also focal: ESL (English learner) students and those with special needs, and asked if this group is also addressing those students with this equity lens. Dr. Stephens responded that yes we will be, but while recognizing that by and large his impression is that conversations specifically around African American success has been masked by other language and deserves particular focus. This is not to exclude attention to EL and SpEd students, but to hold space for the group that we feel is furthest from our goals. Chair Pastika suggested that information about where the general planning process outlined in the Superintendent's slides is going would be helpful for members. 2020 saw the fruition of a 12 year plan, and she asked if we are looking at a similar timeline for this new plan. Dr. Stephens responded that the current budget planning is happening simultaneously with the three-year LCAP plan, which represents all district investments and in a long and essentially strategic plan. We want to wrap up all strategies, though we need to make staff decisions before that plan is completed. Many staffing deadlines will come much earlier than the completion of our LCAP, and we will represent those decisions in the LCAP retroactively. It will then be set for three years with modest modifications each year.

#### **16. Adjournment**

The meeting was adjourned by acclamation at 9:25 p.m.