

BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES
January 11, 2022

P&O Committee Members Present

Brit Toven-Lindsey, *Berkeley Arts Magnet*
Nimota Abina, *Cragmont*
Jonathan Weissglass, *Emerson*
Jerry Liang, *Malcolm X*
Shirley Huang, *Oxford*
Elisa Frozena, *Ruth Acty*
Chris Rauen, *Washington*
Weldon Bradstreet, *King Middle School*

Nicole Chabot, *King Middle School*
Ron Chung, *King Middle School (Alt)*
Olivia Lim, *Longfellow Middle School*
Kate Jordan, *Willard Middle School*
Esfandiar Imani, *Berkeley High*
Terry Pastika, *Berkeley High*
Shauna Rabinowitz, *Berkeley High*

P&O Committee Members Absent*:

Sophina Jones, *Sylvia Mendez*
Erin Holland, *Longfellow Middle School*

**Alternates and co-reps are not marked absent if another rep is present. Currently there is no representation from BTA, BIS, John Muir Elementary, or Thousand Oaks Elementary, and only one representative from Willard Middle School.*

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

Ana Vasudeo, *School Board Director*
Tse-Sung Wu, *PTA Council President*

BUSD Staff:

Brent Stephens, *Superintendent of Schools*
Ruben Aurelio, *Associate Superintendent for Ed Services*
Kathy Fleming, *Director of Local Partnerships*
Ruth Steele-Brown, *Director of BREA*
Adelita Martinez, *PD Coordinator*
Jessica Lee, *District Library Coordinator*
Danielle Perez, *BSEP Program Specialist*

1. Call to Order

The meeting was held online via Zoom. At 6:32 p.m. Chairperson Bradstreet called the meeting to order.

2. Establish the Quorum/Approve the Agenda

The quorum was established with 10 voting members present, later increased to 14.

Co-Chair Bradstreet noted that the agenda order would be changed: items #5 and #6 would be transposed so the Superintendent's comments would come before the Director's comments. The amended agenda was approved by unanimous consent.

3. Chairperson's Comments

Nicole Chabot and Weldon Bradstreet

Co-Chair Bradstreet thanked all attendees for spending time away from their families to serve the school district, and invited everyone to join the meetings at 6:15 for informal socializing, getting to know each other and making introductions before formal business begins at 6:30.

4. Public Comment

Rep. Glimme felt it was really important to share how impressed he was, as a 25-year veteran of BHS, with how the district is responding to the COVID surge situation in schools over the past 2 weeks. He shared that his sister in law is the superintendent at another local school district, and he has many friends at other districts besides, and he feels that BUSD is knocking it out of the park in keeping kids in schools and learning. He acknowledged that it's a strain on everyone, but it was 100% worthwhile to keep seeing kids in person. He shared that he feels super safe as a teacher, and his kids do too. He offered kudos to the Superintendent and all at the district level working hard to make that happen. There was agreement from Reps. Bradstreet, Huang, and Jordan.

5. Superintendent's Update

Dr. Brent Stephens, Superintendent of Schools

Dr. Stephens provided an update on the omicron surge. He had been watching districts in the Bay Area struggle as we are, having challenges in staffing and testing. This is a moment for the community to rally, and BUSD is well poised to follow through on our commitment to keep schools open. The district has an infrastructure and COVID response team to build from in the current time. In talking with families, teachers, and students, he is overwhelmingly seeing resolve and gratitude in staying in-person, and a real desire to stay this course. He lauded the community in its collective effort. It is true that we have a huge number of cases on campus; the previous day alone had around 100 cases through a variety of testing methods, compared to the entire month of December seeing 20 cases total. However, the district is not seeing on-campus transmission, school continues to be a safe place for staff and children. The dashboard is being updated regularly, please continue to check there.

Efforts to expand testing capacity continue, and volunteers have been brought in to support increased testing at multiple locations. A call for volunteers was sent at about 7:00 that morning, and by 11:00 AM there were 70 people signed up – nearly enough to staff almost all the expanded testing that the district hopes to implement. The goal is for all schools to test twice per week, which would make BUSD unique among districts and would provide a solid and reliable safety net for the community. He asked everyone to continue to put out word that BUSD needs volunteers.

Reports of widespread staffing shortages are true in BUSD as well. People are getting sick seasonally in addition to the increased COVID cases. Some teams are operating on skeleton crews. The district has pulled all certificated District Office staff onto school sites as support, which has been well received by sites. The district may be making additional requests for volunteers. He shared that leaders anticipate this to be a 3-4 week period of need. He expressed gratitude to all community members and families for hanging in there with BUSD in facing this phenomenal challenge.

Rep. Chung asked how long we should expect this surge to last from a BUSD perspective. Dr. Stephens stated that everything he had read says it should be intense and fast. He was anticipating a peak in the 3rd-4th week with maximum transmission rates in January. Then he is hopeful that it would recede. He expected that BUSD would be in for a challenging January but that better times would be ahead. He also noted that all staff in attendance at this meeting are also either supporting at sites or pulled to other COVID-related jobs, and so he appreciated their pulling double-duty and commitment to still hold this meeting despite the increased work.

6. Director's Comments

Kathy Fleming, Director of Local Resources

Director Fleming explained that there are a number of requirements per the BSEP and BERRA measure language to satisfy in our regular meetings, but because of the current challenges within the district around the COVID surge we don't have all the managers present who usually would be. She thanked the members for their patience in this as she and the staff bring as much material as they can for the time being. The committee will review quite a lot moving forward, and she asked members to please let her know if there is feedback on presentations or if there are comments to help staff help the committee members to do their jobs well.

7. Board Update

Ana Vasudeo, School Board Director

Director Vasudeo could not attend the meeting due to a conflict with another meeting about the Governor's budget.

8. Approval of Minutes

December 14, 2021

Chair Bradstreet asked if there were any corrections to the minutes, there were none offered. The 12.14.21 Minutes were approved by unanimous consent.

9. Superintendent's Budget Advisory Committee (SBAC) Report

Dr. Brent Stephens, Superintendent of Schools

Dr. Stephens explained that the past week and half have been spent focusing on COVID situation. As a result, that evening's SBAC meeting had to be postponed for about 2 weeks. When that group reconvenes, they will dig into the Governor's budget.

Brief highlights include a 5.13% cost of living adjustment (COLA), as well as a new mechanism for accounting for enrollment decline that would include an average of last 3 years, to help taper budget reductions due to pandemic enrollment decline.

He has been hearing of a fairly large amount of one-time funding for COVID mitigations, which will be extremely helpful for BUSD. He explained that the district had dipped into its own coffers in August to build contact tracing/response teams and that has proven much needed. Overall he felt that the news on the Governor's budget was good, and thinks that BUSD's budget reduction targets will be reduced, although he did not anticipate that they will disappear completely.

10. BSEP and BERRA Annual Reports: Music/VAPA, Instructional Technology, Library Program, Effective Student Support

Ruben Aurelio, Associate Superintendent for Ed Services; Kathy Fleming, Director of Local Resources; Jessica Lee, District Library Coordinator

Director Fleming shared [slides outlining the annual report approval process](#). The committee had first readings of these VAPA, Technology, Libraries, and Effective Student Support Reports at the last meeting; this meeting they are up for approval votes. She explained that the group is not pausing these meetings because we are required by tax measure language to present data and information about use of tax funds on a particular schedule to keep up with the P&O's public oversight charge.

She noted that there have been no changes to the Annual Reports presented at the last meeting.

Ms. Lee referred members to the full [2020-21 Library Program Annual Report](#).

Chair Bradstreet asked for a motion to approve this report. Rep. Pastika motioned, Rep. Huang seconded; the Library Program 2020-21 Annual Report was approved unanimously.

Chair Bradstreet referred members to the full [Music/VAPA 2020-21 Annual Report](#).

Chair Bradstreet asked for a motion to approve this report. Rep. Jordan motioned, Rep. Chabot seconded; the Music/VAPA 2020-21 Annual Report was approved unanimously.

Chair Bradstreet referred members to the full [2020-21 BSEP Instructional Technology Annual Report](#). Chair Bradstreet asked for a motion to approve this report. Rep. Pastika motioned, Rep. Rauen seconded; the Instructional Technology 2020-21 Annual Report was approved unanimously.

Rep. Liang asked if there were reasons why the committee might not vote to accept these reports, asking for clarification on what is being voted on. Chair Bradstreet explained that one of the functions of the committee is public oversight, and as such the group can call to question what is being done with the tax funds if we don't think the information in the reports is accurate. Chair Chabot also explained that an example of not voting to approve could be around the fixed expenses, asking for info about efficacy of spending. Because next we look at next year's budgets, which happens quickly, if there are questions about what's been done, this is an opportunity. That also doesn't mean that you can't ask about this in the future.

Director Fleming referred members to the full [2020-21 Effective Student Support Annual Report](#).

Rep. Pastika asked, looking at the Student Support program update on page 4, if the TSAs listed were in classrooms, not providing the planned intervention or work like RtI/Lit Coaching during the COVID crisis. Associate Superintendent Aurelio explained that BUSD had reached an agreement through an MOU with the teacher's union (BFT), allowing Ed Services' and other centrally funded TSAs and managers to be sent to support school sites, and the process is prioritizing classroom coverage. That does not include site-based TSAs, though they could be brought into classrooms to cover if needed. Also, site-based TSAs would only cover within their

sites. It is based on need at each site, and so some services might be reduced in Literacy Coaching and RtI etc., if the need is that high, though only as-needed in emergency situations. Rep. Pastika felt that, though not for this report, that moving forward new reports need to reference somewhere if and when that scenario or outcome came to pass. The P&O is approving reports that certain work has been done by tax-funded positions, so some documentation should be implemented saying what happened. Director Fleming appreciated the comment, and confirmed that the update to what happens in '21-22 will be included in the annual reports presented next Fall/Winter. Also, sites have assigned emergency subs, and central office TSAs to cover open classrooms, so it isn't automatic that a Lit Coach or RtI TSA would cover a classroom with a vacancy before these other staff would be leveraged. Associate Superintendent Aurelio confirmed that yes, the site-based TSAs are not the first pulled to cover classroom teacher absences.

Rep. Rauen asked if the potential one-time state funds for COVID costs might potentially be leveraged to offset the costs of pulling site-based TSAs to cover classroom sub needs due to COVID. Associate Superintendent Aurelio responded that we do track who is covering which classrooms, and that is something we can look at. Rep. Pastika stated that she would appreciate being able to hear if the recoup of TSA costs would be possible, if it is necessary to pull site-based TSAs to cover classrooms.

Rep. Toven-Lindsey asked why there was no change to the Family Engagement fund balance in '20-21. Director Fleming explained that this is residual funding for that program, several years ago it was decided to shift all of OFEE staffing expenses to LCAP/General Funds. Ms. Perez clarified that the Measure A carryover funds allocated toward OFEE purposes is at this point only supporting supplies, travel and conference costs, which weren't realized in pandemic '20-21.

Chair Bradstreet asked for a motion to approve this report. Rep. Chabot motioned, Rep. Chung seconded; the Effective Student Support 2020-21 Annual Report was approved unanimously.

Rep. Liang noted that the reports don't include how many students these programs serve. He asked if this makes it difficult to assess the impact of these programs, to tell if they are growing, in decline, or holding steady. Director Fleming noted that in the last meeting, the P&O did review changes to approaches in plans and reporting, including qualitative and quantitative measures for most programs using different lenses depending on the program—we are working on that info and to build on what programs started with last year in this year's plans. In terms of what is evaluated in those programs, we anticipate more data to be included in the '22-23 proposals, and will look to roll that into annual reports in some manner moving forward into the '21-22 reports. She and the managers will be working with BREA on that, and have been discussing various approaches to this with Director Steele-Brown and Associate Superintendent Aurelio.

11. BSEP and BERRA Annual Reports: High Quality Instruction: Program Evaluation, Professional Development; Site Program Funds

Ruben Aurelio, Associate Superintendent for Ed Services; Kathy Fleming, Director of Local Resources; Ruth Steele-Brown, Director of BREA; Adelita Martinez, PD Coordinator; Danielle Perez, BSEP Program Specialist

Director Fleming explained that district staff has been strained since the return from Winter Break, and thanked everyone presenting tonight to get reports and slides done in time for the meeting. Some portions of the High Quality Instruction report (CSR, Classroom Support, ECO) will be postponed for presentation at the next meeting.

Director Steele-Brown explained that she has only been in here position since July, but that the [2020-21 BSEP Program Evaluation Annual Report](#) should still be a comprehensive picture of work done and where the program is going. She [presented slides](#) summarizing the report.

Rep. Chabot thanked Director Steele-Brown and welcomed her to the team, sharing that the group is especially happy to have her because a large number of the P&O's questions are around measuring the efficacy of spending from tax revenues. The committee knows that many things can't be measured, but where there are things to measure, help in that process is appreciated. Digging back a couple of years, the committee was trying to figure out how to optimize BREA function within BUSD. She wanted to make sure that as the department is being reimaged, we gather the learnings of what wasn't working in the past so that we're building on top of that. Director Steele-Brown answered that one of the first things she and the BREA team did was to interview principals to see what they needed, and interview TSAs (Lit Coaches, RtI, etc.) to find out how BREA fit into all of their work (or not). She wanted to make sure BREA is giving them what they need: regular data reporting, and teaching around how to use that data. Pretty much all responded that having a responsive team, working with them regularly, and providing data-related PD were needed. She has presented at several principals meetings, being pretty persistent that site teams are doing assessments, which are part of the reason we have such a great and comprehensive data profile.

Rep. Liang asked if there are highlights in findings from the current year. Director Steele-Brown answered that some data is run by demographics and other subgroups to see where students are successful and struggling, as well as tied to outcomes in terms of students under Special Education/504 plans. 10-15 demographic subgroups overall can be separated out, but importantly, the data is tied to certain instructional models. This covers both pieces of that work.

Rep. Pastika noted that when the metrics of evaluation come back to the P&O it would be helpful to have context about whether this is information that's been gathered for the first time, or if it has been gathered in the past. Knowing that there has been an ebb and flow in what BREA has tracked over several years, it would be helpful to know what's new and what may be ongoing.

Rep. Toven-Lindsey agreed, noting that in SSC meetings, members were presented charts of data but wanted to better understand the progress over time, which would be helped by including this type of context and ongoing information.

Professional Development Coordinator Adelita Martinez presented the [2020-21 BSEP Professional Development Annual Report](#) and [summary slides](#).

Rep. Glimme shared that in his experience with fellow teachers, people don't fully understand the limitations of the Infinite Campus system, and why Illuminate Data housing is still important to teachers' data analysis. He felt that Illuminate serves very well for teachers to do their own analysis of their own assessments, and suggested presenting more trainings on that for teachers.

Rep. Tovin-Lindsey asked how lesson development with Teacher Leads is subsequently spread across sites and to classroom teachers. She also asked if there is professional development (PD) offered around science. Ms. Martinez explained that the lesson studies discussed in her presentation engage the Math Leads at each elementary school, with a dual purpose this year of engaging them in the process as teachers to impact their own process, and then having them reflect on leadership and how they would support facilitating lesson studies at their own sites, so that they can roll it out hopefully next year. She also explained that BUSD has both elementary and middle school teachers on special assignment (TSA) for science. When she engages in district-wide collaborations, she meets with the science TSAs to build with the lens of science and looking at science lessons, specifically working with specialist teachers in science on that work. They also work to try to align science teaching with universal design for learning and work on abolitionist teaching.

Rep. Huang asked if in the roll-out of ethnic studies, whether listening sessions are planned for elementary in addition to those done at the middle and high school level. She also asked if the overall plan was to have ethnic studies K-12, or only 6-12, and if it's planned for K-5, what that might look like. Ms. Martinez answered that the district has already engaged in sessions at the elementary level with networks representing people of color, and is currently trying to create a district-wide listening session for African American communities. Holding these by site didn't have as much turnout, so she is working closely with OFEE to get broader representation. The survey is open to all students and adults, and includes questions around K-5 specifically. In the middle and high school sessions, students have been vocal about the need to have ethnic studies extend into K-5. So far the survey has over 300 adult responses, and the listening sessions are aiming to maximize the number of people filling out the survey to inform the district's 3-5 year plan around TK-12 ethnic studies. She shared that the district has a collective of 2nd and 3rd grade teachers meeting monthly and looking at curriculum and how to maximize what's there and bring in what's needed. That group's goal this year is to write and pilot an ethnic studies unit for 2nd grade and for 3rd grade. They will then survey, revisit, and revise the pilot to expand in the next school year.

Rep. Huang asked how students were selected to participate in the equity in math pilot. Ms. Martinez shared that she invited all 6-8 grade math teachers to the group, receiving 5 volunteers in addition to the district's middle school Math Coach and herself as the facilitator. The participating teachers picked students out individually, after being asked to think about who weren't turning in assignments, work, or homework, and that they felt they wanted to take a closer look at.

Rep. Liang noted that expenditures appeared to have been increasing, especially in services and other operating expenses. Director Fleming clarified that what is presented in the finance sheet is a comparison of unaudited actuals from the prior year to the 2nd interim budgets for that year. The budget analysts must first load funds to cover all staffing costs into the budget, some details of which (benefits, negotiated increases) aren't known until the first or second interim, it then requires a manual process to revise staffing and other budgets through the course of the year. The second interim is meant to more closely represent the approved budget, so when we compare second interim to unaudited actuals, the variance would represent the difference between what was planned and expended. Moving forward she would like to include an approved budget

column, to show what was approved in each annual plan. Ms. Martinez noted that ethnic studies is a new addition in '21-22, and so not represented in the 2020-21 Annual Report. Rep. Glimme reminded the committee that the numbers presented in these Annual Reports are for things that have already happened. Any money that was "saved" is already rolled into carryover for the budget we're currently spending right now. If it's not allocated and used this year, it will be part of the planning process that we go through the next few months for the '22-23 school year.

Rep. Liang noted that most PD is for teachers and includes surveys about staff responses to the offered trainings. He suggested that this would be a piece to incorporate in these annual reports.

Rep. Chabot commented that every year the committee ends up balanced between looking at the past and future, and can find it confusing which budget is which. Members also want to see what we're spending right now in the current year. The timing overlap between reporting and planning is always challenging, as very soon we'll move to forming and approving next year's budgets.

Rep Lim asked, in this first year of BSEP-funded ethnic studies work, how much if any gathering there has been of expertise/lesson plans/teaching practices that already exist, like the Umoja program at Longfellow, the ethnic studies department at BHS, and what is likely happening at Sylvia Mendez. Ms. Martinez responded that is exactly what work has been done this year, specifically working alongside BHS staff and looking at available data around students taking the other offerings around ethnic studies in the district. There is a teacher from Sylvia Mendez in the teacher collective, looking at what's been done at that site and how to streamline, disseminate, and then improve on it. They are also working alongside Kamar O'Guinn and with the Umoja leaders at Longfellow, building on what is being done there, in addition to what PUENTE is already doing as well. 25-30 teachers attend monthly learning sessions with the ethnic studies TSA, a two-session series in learning and applying an ethnig studies lens.

Rep. Lim also praised the Umoja program, saying that she has a Longfellow middle schooler and really respects what is being done and why, while also noting that it could be so valuable for non-Black students interested in joining the consciousness-building there as well. Ms. Martinez responded that the team is working on figuring out how to expand this learning, while also building on an ambassador program that exists with BHS students who have taken ethnic studies and extending that to middle schoolers who have taken the Umoja class to be ambassadors to elementary sites to articulate their learning.

BSEP Program Specialist Danielle Perez presented the [2020-21 BSEP Site Program Fund Annual Report](#) and [summary slides](#).

Rep. Toven-Lindsey asked what specifically happens to the unspent materials and supplies funds. Ms. Perez answered that each school keeps their unused funds to allocate again in the following years until it's been spent. It does not need to be allocated to the exact same purpose, a site may have unspent materials and supplies money from '20-21 that they decide to use toward a contract in '21-22, for example. But the funds to stay with the site to be spent according to SSC-approved plans and site budgets. She also noted that SSCs may decide to change their spending priorities mid-year, and directed committee members to review the full Annual Report for a list of all the Site Plan Addenda submitted by SSCs to document shifts in approved budgets.

Rep. Chung asked about the unspent funds for contracted services, which seemed to have more variance than the staff pay category. Ms. Perez explained that savings from the contracts budgets are due in large part to most of the year being spent in distance learning, with restrictions around who could come back onto campus even when some schools partially reopened. For example, an Americorps contract was only half spent, because they only had one worker rather than the planned two. Additionally, at one site the amount of PD provided by Mills College was reduced, as it was adjusted to being conducted virtually and with fewer teachers who were willing to work additional hours. Rep. Chung asked if that then resulted into putting more resources toward other services with the savings, and Ms. Perez responded that there had been a definite increase in contracted work to provide mental health services to students at sites, but because much of that was paid by one-time COVID funding, it doesn't show up in this report, which only deals with reporting on the use of the BSEP site funds. It is true that because these funds stay with sites as carryover until spent, Principals are savvy about using one-time funding first on needs, knowing that savings to BSEP site funds will result in increased resources for other purposes in the future.

Rep. Pastika asked if the declining enrollment would impact how much is allocated to the Site Program Fund resource, thinking that it should not because BSEP funding is not set on enrollment. Ms. Perez confirmed that is correct, the allocation to the Site Program Fund resource is strictly a percentage of available BSEP funds, which is then distributed to the sites based on how much is available and how many students are at each site. What might make things appear unusual is that if we have fewer students and increased revenues, that math could yield what looks like a significantly higher per-pupil allocation when in fact the overall amount of BSEP Site funding to schools may actually be pretty consistent overall.

Rep. Glimme pointed out that there could also be site-based differences in funding due to diverging trends in enrollment at the different grade levels. Right now the enrollment at Berkeley High is actually increased over last year, while elementary schools may be seeing enrollment declines and thus may have a different funding trajectory. Ms. Perez agreed this was true, noting that in the past the trends have usually been reversed, with increases to enrollment in the lower grades and declines at the high school level. Rep. Glimme added that it is the first time in 25 years that the district has seen elementary enrollment drop while at the exact same time enrollment is increasing at the high school.

12. SSC Elections Report

Danielle Perez, BSEP Program Specialist

Ms. Perez presented the [2021-22 SSC Elections Report](#), in advance of the Report being sent to the School Board. There were no questions.

13. For the Good of the Order

Rep. Pastika could not make updates to Board at last two meetings, will provide those at the upcoming meeting in addition to updates from the 1/11 meeting.

Rep. Pastika, for the coming School Board meeting, provided a brief overview of the summary she would present to the Board of the P&O's items of discussion. The summary overview was approved by unanimous consent.

14. Adjournment

The meeting was adjourned by acclamation at 9:18 p.m.