

BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES
March 22, 2022

P&O Committee Members Present

Nimota Abina, *Cragmont*
Jonathan Weissglass, *Emerson*
Jerry Liang, *Malcolm X*
Shirley Huang, *Oxford*
Elisa Frozena, *Ruth Acty*
Weldon Bradstreet, *King Middle School*

Nicole Chabot, *King Middle School*
Ron Chung, *King Middle School (Alt.)*
Olivia Lim, *Longfellow Middle School*
Aaron Glimme, *Berkeley High*
Terry Pastika, *Berkeley High*
Shauna Rabinowitz, *Berkeley High*

P&O Committee Members Absent*:

Brit Toven-Lindsey, *Berkeley Arts Magnet*
Sophina Jones, *Sylvia Mendez*
Chris Rauen, *Washington*

Erin Holland, *Longfellow Middle School*
Kate Jordan, *Willard Middle School*
Esfandiar Imani, *Berkeley High*

**Alternates and co-reps are not marked absent if another rep is present. Currently there is no representation from Pre-K, 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*
Cielo Rios, *Emerson parent/PTA Representative*

BUSD Staff:

Rubén Aurelio, *Associate Superintendent for Ed Services*
Kathy Fleming, *Director of Local Partnerships*
Ruth Steele-Brown, *Director of Evaluation and Assessment*
Adelita Martinez, *Professional Development Coordinator*
Craig Kaufman, *BSEP and BERRA Budget Analyst*
Danielle Perez, *BSEP Program Specialist*

1. Call to Order

The meeting was held online via Zoom. At 6:34 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 11.

The agenda was approved by unanimous consent.

3. Chairperson's Comments

Nicole Chabot and Weldon Bradstreet

Co-Chair Bradstreet let members know that in this and future meetings, the committee will begin discussing how the P&O Committee approaches some of its processes around SBAC representation and its regular School Board updates.

4. Public Comment

There was no public comment.

5. Superintendent's Update

Dr. Brent Stephens, Superintendent of Schools

Associate Superintendent Aurelio provided an update in Dr. Stephens's absence. The following night's Board meeting will include a number of important items and will be a long meeting. A few items of note include the follow up to the strategic planning discussion started at the last meeting, to begin the planning process this spring. The Board will also be presented with the Office of Family Engagement and Equity (OFEE) workshop, which will include equity specialists and with information around a potential reorganization of OFEE including some of the Ed Services team. There will also be a substantial presentation with updates about the African American Success Framework.

6. Board Update

Ana Vasudeo, School Board Director

Director Vasudeo thanked Associate Superintendent Aurelio for his leadership on the upcoming Board discussion items. It will be a very full meeting but she appreciated the forward thinking and planning being done. She shared that in SBAC the group talked a little bit about the funding priorities and the importance of having a governance structure next year. A lot of things being proposed will help to lead the district and Board in a strong governance direction. She looks forward to any feedback from the upcoming Board meeting discussions, as well. The state has advised that School Board best practice to effectively run a district is the alignment of strategic planning, Superintendent evaluation, and the LCAP. She also shared other non-BUSD work she's involved with, in advocating at the state capitol for funding for COVID testing to schools, given that the federal funding for school COVID testing is being eliminated.

7. Director's Comments

Kathy Fleming, Director of Local Resources

Director Fleming appreciated attendees' time and attention, and thanked managers for their work on the Plans and in presenting them this evening.

8. Approval of Minutes

March 2, 2022

Chair Bradstreet asked if there were any corrections to the [Draft March 8, 2022 meeting minutes](#), there were none offered. The 3.8.22 P&O Meeting Minutes were approved by unanimous consent.

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

Rubén Aurelio; P&O SBAC Reps Nicole Chabot, Shauna Rabinowitz, and Terry Pastika

Associate Superintendent Aurelio explained that the SBAC went through BUSD's budget roadmap, which is a big-picture spreadsheet created by Assistant Superintendent of Business Services Pauline Folansbee. This shows expenses, costs, and breaks the budget down to see where cut strategies are, and also tracks any planned additions or reductions. The district is still looking for areas to reduce in anticipation of our budget next year. BUSD is in the process of negotiating labor contracts for next year, which represents the big unknown factor in how the '22-23 budget will play out. The district does still have to make priorities, and to that end the results of the community budget priority survey were shared with the SBAC this evening. The survey had nearly 800 responses, with a roughly 80:20 caregiver-to-staff ratio. This is a pretty representative slice of the district, and top four rated priorities were early literacy, social-emotional learning (including counseling and advisory), staff raises, and overarching support for struggling learners. The others were fairly equally rated, though Special Education was likely 5th in rating. District leaders are also asking all district committees for budget feedback, and hosted the budget town hall meeting last week. Work is ongoing to identify new funding sources for programs that are currently one-time funded.

Rep. Pastika added that SBAC deals with issues that are going to affect BSEP, and she hopes that when the SBAC is close to taking action there will be a presentation from Director Fleming to the P&O about those impacts. Associate Superintendent Aurelio confirmed that there is a process for that, which will be driven and vetted by Director Fleming so that anything that affects BSEP or BERRA would be brought to P&O. Rep. Chabot noted that in prior years in the district budgeting process, there were very clear asks from BSEP at earlier points, because there were such big shifts going on at the district level. At this point in the current year, because of the amount of one-time funding, there seem to be fewer of those big shifts at play, and it feels like smaller factors will hit BSEP or BERRA later in the year.

Rep. Pastika explained that she and Reps. Chabot and Rabinowitz wanted to get P&O feedback and initial thoughts around the purpose of P&O representation on SBAC, and what is appropriate in the committee's perspective for the P&O Reps to the SBAC to advocate for in the SBAC meetings and votes. She explained that there are two levels of concern, the first being issues that directly impact P&O work (BSEP and BERRA), and the other being general big picture district budget issues. The P&O reps will be asked to vote, yes or no, on overall district budget recommendations. SBAC proposals that directly impact BSEP or BERRA are straightforward, but the question around broader district budget changes are less clear. Co-Chair Bradstreet offered a preliminary take on the question, that the role of the P&O reps to SBAC is to represent the interests of the P&O committee, making the question whether they are only strict representatives, or if they act as trustees—to act in the best interest of BSEP and BERRA first, then in all cases to try to work with other budgets to give as much aid to the district as possible. He suggested something like this could be guidelines for voting on SBAC items the full P&O committee can't sign off on in advance.

Rep. Rabinowitz shared that this has been going on for years, and found it interesting that this question hasn't been brought up before. Rep. Glimme shared that he does remember that SBAC has taken votes in the past. His understanding has been that reps that the P&O elects are empowered to represent the full committee, and he believes they have voted based on what they felt was in the best interest of the tax measures. He also felt that it seems reasonable to bring issues back to the P&O when possible. Rep. Chabot noted that she has been on the SBAC for 4

years, and they have taken votes in the past. The P&O hasn't had this discussion before, and she felt it is good to have, to clarify among all the members what the group would like to see. Historically, SBAC reps have made votes with the best interest of the P&O in mind, and in the spirit of the conversations in P&O meetings. When there have been very specific BSEP related asks, the reps have brought them back to the P&O for discussions and the committee has weighed in. In the past these asks were perhaps more embedded in future budgets and plan discussions; in effect, the P&O voting on annual plans showed approval of the SBAC moves. Also, the reps did vote on non-P&O items in SBAC, so it would be really valuable to clarify guidelines around that, and valuable to codify if/when the P&O as a whole might want to vote on SBAC rep actions.

10. Recommendation for BSEP Funds in 2022-23: Expanded Course Offerings; Counseling and Behavioral Health

Kathy Fleming and Rubén Aurelio

Director Fleming presented the [Recommendation for BSEP Funds in 2022-23 for Expanded Course Offerings](#). Director Fleming noted that more content has been added to this draft of the Plan. She and program managers are attempting to put more information into the equity, strategies, and data sections of the '22-23 plans, and generally prefaced them by saying that's a work in progress. Feedback on the format and contents from members is certainly helpful.

Previously, Director Fleming and Associate Superintendent Aurelio had presented a possible FTE exchange between ECO, Professional Development, and a new Extended Learning Opportunity (ELO) grant, but that hasn't been found to be viable because of restrictions in the grant uses. Associate Superintendent Aurelio explained that the ELO funding was initially one-time, but has changed to an ongoing grant that for BUSD amounts to roughly \$1 million annually. The grant is very specifically tied to portions of unduplicated students to extend the learning day, offering students and families up to 9 additional hours a day of programming before and after school, targeted mostly to TK-8th grades.

Rep. Chung observed that the plan has more details for Longfellow's and Willard's use of ECO FTE, but not as much from King, and he would like to know more about King. He also commented that viewing only textual information in meetings could be hard to follow, and some bullet points or charts might help the plan presentations. Director Fleming answered that she has not been able to obtain the information for King for this document but will obtain the information and reflect it in a subsequent version. She also acknowledged the challenges of the in-meeting presentations, noting that she has used slideshows, but also wanted to show the actual plan to help members better track the proposals. She can work to expand and improve how information is presented in future versions. Associate Superintendent Aurelio added that the details on King's ECO offerings can be brought to the next meeting. Director Fleming added that estimated staffing costs in the budget assume that current staff remain in their current positions in '22-23.

Director Fleming also noted, around the data portion, that moving forward the managers can look at enrollment and data in ECO offerings to see if the BSEP-funded FTE is creating more access for different groups, and can look for other indicators that may show the impact of these courses. A challenge is that there is not a "baseline" year for comparison because the ECO purpose has been funded by BSEP for such a long time. Rep. Chabot asked if, when we ultimately report on measures, data, and outcomes, the subgroups can include categories like racial/ethnic

background, English language learners, socio-economically disadvantaged, and special education students. It would be most useful to have the overall number of students, and the proportion of that schools' population that the students represent. Director Fleming agreed that the data would look at school enrollment overall and in individual classes for comparison and to see disparities related to overall enrollment, and the groups mentioned are exactly the ones managers plan to disaggregate. Rep. Chung asked how attendance is collected for after school offerings. For example, does the LEARNS after school program attendance get saved in a system that BUSD administrators track, or is it an independent system. Associate Superintendent Aurelio answered that the after school programs do have to track attendance closely and keep those records to maintain their funding. Rep. Chung noted that Willard allows drop-ins for their after school makerspace program, and that attendance may not be recorded where the district can see. Director Fleming was familiar with that challenge in tracking club and activities attendance, but noted that if the ECO funding is paying to staff courses that students are enrolled in, it will be possible to use the student information system to track it. And district staff can find ways to work directly with sites and providers to track attendance at clubs and activities.

Co-Chair Bradstreet asked for a motion to approve the Recommendation for BSEP Funds in 2022-23 for Expanded Course Offerings. Rep. Chabot moved, Rep. Liang seconded; the plan was approved unanimously.

Director Fleming presented the [Recommendation for BSEP Funds in 2022-23 for Counseling and Behavioral Health](#). She explained that the only change from the first reading of this plan is the addition of more program details; the proposed FTE to be funded remains the same. It is possible that this funding may need to be reduced, or funding may need to be shifted from other purposes, to sustain the positions currently funded after the '22-23 school year.

Ms. Rios shared her community's concern around losing mental health services at Emerson. Associate Superintendent Aurelio answered that the top budgeting priority from the community survey was mental health support, as well. BUSD will receive a grant from the City of Berkeley to support mental health. The exact details still need to be determined, and a needs assessment completed, by a steering committee, but overall the goal is not to decrease services at any location, and to increase them where possible.

Co-Chair Bradstreet asked for a motion to approve the Recommendation for BSEP Funds in 2022-23 for Counseling and Behavioral Health. Rep. Chung moved, Rep. Glimme seconded; the plan was approved unanimously.

11. Recommendation for BSEP Funds in 2022-23: Program Evaluation; Professional Development; Classroom Support; Student Achievement Strategies

Kathy Fleming, Rubén Aurelio, Ruth Steele-Brown, Adelita Martinez

Director Steele-Brown presented the [Recommendation for BSEP Funds in 2022-23 for Program Evaluation](#). She explained that some staff on her team are pretty new, and she has been redesigning the team a little in the current year, focusing their work internally to strongly support sites and programs. She noted that COVID barriers have been difficult on program implementation and assessments, but her team is doing a progress check with all sites to look at how students are doing now compared to the start of the year. She praised her team and their

work, and explained that BREA staff have many different backgrounds, with each bringing a really different lens to the work.

Rep. Rabinowitz asked if the Illuminate system will continue to be used, now that Infinite Campus has been rolled out this year, or if Infinite Campus is not capable of doing what Illuminate does. Director Steele-Brown responded that in short, they do not do the same thing; Illuminate is assessment and data based, while Infinite Campus does not have any of those features but rather is a student information system. She explained that there used to be two systems provided to BUSD by Illuminate, and Infinite Campus has replaced one of them. Associate Superintendent Aurelio added that BUSD had to pick a different student information system when Illuminate as a company stopped supporting that portion of their product. Rep. Glimme provided a point of historical context, explaining that before Illuminate added their student information system, BUSD had a different one, but we added Illuminate because it was such a powerful assessment and data analysis tool. Illuminate also having a student information system for a while was a perk. Rep. Chung asked if the district is going to create a data bridge across both systems. Director Steele-Brown responded that the district has been working on that all year; it is in a much better place than at the start of the year, and also still has more of that work to do. A challenge is that it's not possible to put all our information in both places, and so it's being decided what to house in either half. With RTI data and intervention data, BUSD has had to build an entire module to do that from scratch.

Rep. Pastika asked, given that this committee has talked a lot over the years about figuring out how best assess resources put into certain areas, how the budget available to BREA compares to other districts of similar size, and whether we should be thinking about more resources going into this. Director Steele-Brown explained that this isn't a position she's been in previously in other districts, so she couldn't provide a direct comparison. Each district approaches this work differently, some are data-centric and some aren't. She does feel confident that the existing BREA team is what BUSD needs to have, having found a really nice groove in doing the work and supporting teams, and as databases are implemented they'll spend more time with school sites. In her previous district, she held leadership for both instruction and assessment, and she appreciates that BUSD has it separated, which she feels is really important. Approaches to assessment depend on the organization of each distinct office, and it's clear that data is a priority in Berkeley and this allows her team to support schools, doing work that principals would never have the bandwidth to undertake without this team supporting them specifically. It looks different wherever you go, and she is appreciative of the support and team here.

Rep. Liang asked for general examples of advice BREA would offer after looking at or analyzing the data, whether it would be in the form of suggestions to programs, and also for an example of things BREA has been able to find this year. Director Steele-Brown answered that for example, the district is working on the CCEIS Plan, which aims to figure out why the district has such an overrepresentation of black students identified in Special Education and suspensions. In this case, BREA pulled data to tell that story, and every data pulled showed consistent patterns. And sometimes we dig around and find patterns and discrepancies, as for example when the team prepared a math presentation for BHS, to see where different populations were represented in different classes. Another example is the team looking at BUSD's new literacy screener for K-2 students, the DIBELS program, to make sure principals and teams are looking at which kids are

making progress in that system and which are not. They can then see which teachers have students making progress, and identify effective processes.

Adelita Martinez presented the [Recommendation for BSEP Funds in 2022-23 for Professional Development](#). Director Fleming explained that some expenses in this plan are still to be updated before the final version is presented at the next meeting.

Co-Chair Chabot stated that learning loss over the past two years is being widely discussed, and the community survey showed a primary focus on early literacy improvement (Rep. Rabinowitz noted that Literacy and mental health were equally rated in the survey). Co-chair Chabot stated that the question is figuring out where kids are challenged and figuring out how to help them early on, so that they don't fall behind. She felt that in this point in history, that is an all-hands-on-deck question, and so asked where that work lives; whether PD will focus on working with all staff to identify students, or if that work belongs in RTI. Associate Superintendent Aurelio answered that the term learning loss resonates broadly, because educators had no way to understand the impact of the past two years. Education fundamentally changed, and we know we couldn't teach a full comprehensive year, and so now we're dealing with learning recovery, just like on the social-emotional side. It is not surprising that we see these priorities from the community. As a district, this is why we need a strategic plan, to be able to prioritize work, go back to basics, shore up literacy, numeracy, and math basics. He felt that those will get us back on track, and are where we need to spend our attention.

Ms. Martinez answered that in thinking about learning recovery, deepening the content for our teachers allows assessment of whether the students are engaged in making sense of the material, and student-to-student discussions make thinking visible to help teachers assess them. The PD office has been doing a lot of vertical alignment in respect to the key concepts that students need to understand. Teachers then know how to fill in those gaps because it's known where students should have received that material. These strategies give teachers more flexible ways to deal with learning recovery. In terms of early literacy, she analyzed DIBELS data and there were some alarming things, see the data and outcomes portion of the PD plan. As a result the PD department is now facilitating Kinder-2nd grade teacher training at every elementary site around how to use DIBELS, how to analyze the data in collaboration with BREa, and determine what that means in terms of curriculum and instruction. PD staff are engaging these teachers in looking at the formative assessments that are available, and reassessing in that cycle. Also, as a part of the literacy action plan work, PD leaders have been seeing that the current curriculum has practices embedded in it that aren't in line with the new science of reading. They are working now with district literacy coaches and RTI teams to make necessary shifts. As they begin that work now, staff are also thinking about what teachers need in PD to implement the shifts broadly, even in grades 3-5 and 6-8.

Rep. Liang asked if the results of the post-PD teacher surveys show the needle being moved in implementation. Ms. Martinez answered that the results definitely do, and also that in analyzing the responses with requests from teachers the PD department has been able to build in more time for teachers to process, collaborate, and plan. The team is taking that feedback in and is now offering a series of PDs that have a session of learning and a second session of paid time to process and apply that learning and its impact on instruction.

Rep. Pastika asked if the budget for the district's PD tracks with what other districts of similar spend on this purpose. Associate Superintendent Aurelio answered that he didn't know and would have to do some research to find out. It is hard to gauge comparisons with the last two years of the pandemic, though generally a district can never have enough money for PD, not just providing the training but also the time, and the district is always working to find ways to build more time in. Staff need to be taught and then also have guidance to practice the teaching. Ms. Martinez answered that in Alameda, which was a different system, the resources were comparable but allocated in a very different way, though it did not have a dedicated Coordinator of PD. Her former district had more staff working centrally for math and literacy, whereas BUSD is more site-based with Lit Coaches, Math Coaches, and RTI staff based at schools. It is also hard to compare because she joined the district during the pandemic, and there have been ongoing issues in finding substitutes. As a result, a lot of the PD work right now is done after school and paid hourly, which is a lot of extra work for teachers. Associate Superintendent Aurelio added that Berkeley is different, in the number of TSAs housed at school sites, which stands out against any other district he's ever been in, and those TSAs are providing not just teacher support but also direct student support as well.

Rep. Rabinowitz shared that she has been following the development of Ethnic Studies in BUSD and the state, and has seen notices going out to different groups as stakeholders. It seems that the district has decided to leave Jewish culture and experience out of its Ethnic Studies work. She expressed concern about what outcomes could ultimately be for people who are not having their history addressed, and what it ends up meaning for them. It feels like a slippery slope, and that kids will end up being silenced by the curriculum. Associate Superintendent Aurelio will follow up on that concern with the Ethnic Studies TSA directly.

Director Fleming asked committee members to send any further questions via email, and managers can bring the requested information to the next meeting on April 12.

Director Fleming presented the [Recommendation for BSEP Funds in 2022-23 for Classroom Support](#), and explained that there is not a separate fund balance for these HQI programs, but the committee will see the overall fund balance projection at the next meeting when all the plans are brought together. Rep. Chung noted that Willard has math support from this budget, and asked why King doesn't also have additional support. Director Fleming will look into this question and bring information to the next reading of the plan to answer that.

Director Fleming presented the [Recommendation for BSEP Funds in 2022-23 for Student Achievement Strategies](#), and explained that this program complements PD in funding Literacy and RTI, along with LCAP, and site funding as well. She explained that this resource shares a 7% allocation from BSEP with the Counseling and Behavioral Health purpose within the overarching Effective Student Support "bucket." These resources can share that overall revenue percentage, and she will bring more information around that at the next meeting. Co-Chair Chabot commented that as the Counseling resource looks to be running low, she would love to see any fund sharing options between these two top-rated community focus areas before the committee votes on the '22-23 plans. Rep. Chung commented that he has seen the Be A Scientist program for 7th graders in practice, and it's amazing. He shared that to some extent science teachers are overburdened, and bringing live, in-person small group experiments is really great for kids, and is something that doesn't exist as much day to day now as it did in previous generations.

12. For the Good of the Order

Chair Bradstreet let members know that a discussion around the P&O statements to the School Board will take place at the next committee meeting. No other items were offered for the good of the order.

14. Adjournment

The meeting was adjourned by acclamation at 9:00 p.m.