

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**March 10, 2015**

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

**P&O Committee Members Present:**

Elizabeth Barry, *Arts Magnet (Sub)*  
Bill Fleig, *Cragmont*  
Dawn Paxson, *Emerson/Willard*  
Shauna Rabinowitz, *Jefferson*  
Danielle Perez, *John Muir (co-Chair)*  
Laura Babitt, *Rosa Parks*  
Patrick Hamill, *Thousand Oaks*  
Mimi Leinbach, *Washington*  
Elisabeth Hensley, *King*  
Bruce Simon, *King (co-Chair)*

Alma Prins, *Longfellow (Alt)*  
Catherine Huchting, *Willard*  
Aaron Glimme, *Berkeley High*  
Larry Gordon, *Berkeley High*  
Catherine Lazio, *Berkeley High*  
Christine Staples, *Berkeley High (Alt)*  
John Fike, *BTA*  
Louise Harm, *Independent Study*

**P&O Committee Members Absent:**

Moshe Cohen, *Pre-K/Malcolm X (Alt)*  
Madhu Marchesini, *Arts Magnet*  
Martin de Mucha Flores, *Cragmont (Alt)*  
Shilen Patel, *Cragmont (Alt)*  
Terry Pastika, *Jefferson (Alt)*  
Yusef Auletta, *LeConte*  
Ananda Esteva, *LeConte (Alt)*  
Octavio Munist, *LeConte (Alt)*  
Lily Howell, *Malcolm X/Pre-K (Alt)*  
Lea Baechler-Brabo, *Oxford*

Molly Jo Alaimo, *Oxford (Alt)*  
Radha Seshagiri, *Thousand Oaks (Alt)*  
Marian Bradley-Kohr, *King (Alt)*  
Juliet Bashore, *Longfellow*  
Jenny Orland, *Longfellow*  
Kim Sanders, *Longfellow (Alt)*  
Rhonda Jefferson, *Berkeley High (Alt)*  
John Lavine, *Berkeley High*  
Max Cramer, *Berkeley High Student Rep*

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

Ty Alper, *School Board Member*  
Cathy Campbell, *BFT/Berkeley Federation of Teachers*  
Javetta Cleveland, *Deputy Superintendent*  
Mark Coplan, *Public Information Officer*  
Josh Daniel, *School Board Member*  
Donald Evans, *Superintendent*  
Peter Gidlund, *Music Department Staff*  
Liz Karam, *BSEP Senior Budget Analyst*  
Suzanne McCulloch, *Visual and Performing Arts Program Supervisor*  
Jay Nitschke, *Director of Technology*

**BSEP Staff:**

Natasha Beery, *BSEP Director/Public Information, Translation, P&O Support*  
Valerie Tay, *BSEP Program Specialist*  
Linda Race, *BSEP Staff Support*

### 1. Call to Order, Introductions & Site Reports

At 7:17 p.m. Co-chair Bruce Simon called the meeting to order by welcoming attendees and asking them to introduce themselves.

### 2. Establish the Quorum/Approve Agenda

**The quorum was approved with 14 voting members initially present**, with 17 total voting members present later in the meeting. 13 voting members are required for a quorum.

**MOTION CARRIED** (Harm/Staples): To approve the agenda of the March 10, 2015 P&O Committee Meeting. **The motion was approved unanimously.**

### 3. Public Comment

Cathy Campbell, President BFT, made the following comments to the P&O Committee:

- Regarding the Class Size Reduction Budget, she stated that it was unfortunate that the committee received the preliminary CSR budget without personnel variances built in. A built-in personnel variance would cover teacher raise increases. It had been her belief that this was going to happen this year but now understands that that is not going to be the case. Because of the way the committee will receive budgets from staff, Campbell encouraged them to keep this in mind and put at least 5% aside for next year, and to have a conversation with Deputy Superintendent Cleveland about this. Campbell disagreed with Scuderi's statement at the last meeting that salary increases would not be included in the budget because they have to be negotiated. She stated that if BFT had not taken a leadership role with Proposition 30 and the governor, there would not be the increase of \$2-\$3billion/year for our schools.
- Campbell noted that running budgets to zero without a personnel variance needs to be rethought. She stated there are two factors involved in why teachers need a raise. The teachers' contribution to the STRS retirement fund is increasing significantly over the next 4 years. Contributions are rising from 8% to 10.25% of their salary. She added, to be fair, the employers' contributions are rising and will rise even more. Campbell stated that this money had to come from the LCFF base. She also noted that teachers in Berkeley pay every single dollar and cent of any increase in benefits. They may negotiate a change in that, but right now when the premium goes up by 13%, the whole increase is borne by the teacher. This year it was about a 39% increase in monthly contributions. For example, if she contributed \$100/month, she would now contribute \$139/month. She stated that the teachers have been doing this since 2006. Without a significant raise, teachers' incomes will actually go down.

In answer to a question about when to respond to public comments, Co-chair Simon said this could be done at the end of the agenda or during time for the item "For the Good of

the Order.” Beery noted that questions could also be posed during Deputy Superintendent Cleveland’s presentation. She added that an agenda could not be built around comments from the public.

#### **4. Chairperson’s Comments**

*Co-Chairs Danielle Perez and Bruce Simon*

Simon congratulated committee member John Fike for being honored by the Berkeley Public Schools Fund.

#### **5. BSEP Director’s Comments**

*Natasha Beery, BSEP Director*

Beery thanked P&O members for their continued participation in this committee and recognized Elisabeth Hensley for her contributions to a BSEP Measure Planning Workgroup Meeting last week.

#### **6. Approval of P&O Minutes of February 24, 2014**

**MOTION CARRIED (Huchting/Glimme):** To approve the meeting minutes of the February 24, 2014 P&O Committee Meeting. **The motion was approved with a showing of 13 hands, with 0 objections, and 4 abstentions.**

#### **7. State and District Budget Overview**

*Javetta Cleveland, Deputy Superintendent*

The following handouts were provided:

- *Governor’s Proposed January Budget Update dated 3/9/2015 (six pages/PowerPoint slides)*
- *BUSD Unrestricted General Fund (Fund 01 only) Comparative, Second Interim as of January 31, 2015*
- *Multi-Year Projections, BUSD FY 2014-15 Second Interim*

Cleveland began her presentation of the *Governor’s Proposed January Budget Update dated 3/9/2015* and noted that the state was in a much better place than it was in about 5 years ago primarily because of Proposition 30. Prop 30 insured that there are no further cuts to education and provided revenues to fund prior cuts to education to bring school districts to the 2007-08 level, plus the COLA that were not given during those years. That money is supposed to be replenished by school year 2021. The LCFF is based on student attendance to determine base grant funding (per student amount), and enrollment for supplemental funding for targeted students (Free & Reduced Lunch, ELL, Foster Youth). Some school districts will receive additional funding if the targeted students are over 50% of their students (Concentration Funding). At around 40%, BUSD does not meet that threshold for Concentration Funding, but does receive Supplemental Funding for the targeted populations.

With the LCFF came, the LCAP that has to show an increase in services for the targeted student group. Last year BUSD adopted its first plan, and it will be going into its

second year next year. Cleveland noted that slide 2 shows the funding “trend/projected” with the “actual.” The difference is the “gap” funding, which is currently at 58% of the projected eventual total. It was noted that Prop 30 would go on for about 2 more years, and Cleveland noted that will be of concern along with the possible slow-down of the gap funding.

Slide 3 shows what the District is receiving in funding. \$800k was received the first year/2013-14 before LCAP was in place. In 2014-15, the plan incorporated \$2.3M of expenditures for the targeted student group. This funding is tied to a resource and a report can be run for programs and services that are in the plan that totals to \$2.3M. In 2015-16, it is projected to go up to \$3.5M, so the District will receive another \$1.2M in Supplemental money. The LCAP is a multi-year plan that includes how the District will use that money in 2015-16. The PAC and EAC is currently reviewing the approach and what will be funded for 2015-16. Cleveland stated that the District is projected to receive about \$2.6M in Base Grant funding between 2014-15 and 2015-16 (and so forth). The Supplemental Grant will top out at \$6.1M by 2020-21 as long as BUSD maintains the same level of targeted students at 40%.

Cleveland noted that this was not new/more money because of the significant loss of funding/revenue from 2006-07 until 2013-14. The District did not receive COLA adjustments, although BSEP did. The significant loss of funding and the COLA is what is being restored over time. Cuts across all school districts are shown in slide #5. She stated that in 2007-08, the budget was shown at \$56.6 Billion when it should have been at \$65.7 Billion.

The Governor also proposed some cost reimbursements that all school districts receive for mandated programs (negotiations, evaluation of teachers, costs that are incurred to meet state mandates). The District has not received reimbursement for mandated costs and the Governor proposed to give some of that money back in a one-time lump sum at \$180/per ADA or \$1.6M for next year and recommends that the District use it for Common Core. The State is reimbursing the District for money spent on certain mandates but not giving the District money to implement Common Core which is also required by the State. (see slide #6)

Slide #7 outlines the 2015-16 LCFF with new funding to close the gap by 32.19%/ \$1.2M Supplemental funds and \$2.6M Base Grant funds. The implementation progress would cover almost 58% of the gap in just three years (2013-14, 2014-15, 2015-16).

Cleveland noted that there would be rate increases in CalSTRS (teacher retirement) and CalPERS (classified employees) retirement programs that will be additional costs to the District and employees. No specific funds are provided for this increase. For example, the employer contribution increase for 2015-16 from 8.88% to 10.73% is equal to \$700K/year. The CalPERS increase equals \$92K/year. This is an increase to the budget of nearly \$800K that absorbs some of the funding that the District will get. The retirement programs have been underfunded and projected to be unable to meet future obligations depending on a range of factors, including the economy and their investments. The recession affected the retirement programs.

Cleveland confirmed that there were some programs such as afterschool programs and child development that are not funded by Prop 98, so the budgets for those programs are tighter than the programs that are funded by Prop 98 and based on the Governor's Budget formula. She said there were areas that were not receiving the same level of increases.

Cleveland presented *BUSD Unrestricted General Fund (Fund 01 only) Comparative, Second Interim as of January 31, 2015*. She stated that the First Interim included all the changes since budget adoption that were made through October 31, 2014. The Second Interim includes changes to the budget to January 31, 2015 and the variances are the differences between the two budget amendments. There is a total of \$74.5M LCFF revenue and then money (\$710,000) is transferred out for Special Education for their share of the attendance (held in a restricted budget). Other state revenues (Lottery etc.) and local revenues (SELPA, interest, other non-BSEP funds) are added for a **total revenue of \$78.8M**. Cleveland went through the expenditures, which included salaries, benefits etc. She noted that there were some salary savings from things like vacant positions. The adjustments are explained in the footnotes on page 3 of the handout. **The total expenditures are \$76.1M** which leave **\$2.6M of excess revenue over expenses**. Then funds are transferred out to funds for specific programs as listed. Cleveland explained that Maintenance of Effort is required by the state for programs through 2016-17 and that protects programs such as Adult Education.

On page 2, **BSEP contributions of \$13.2M were transferred in** (which was less than projected because the average teacher costs were lower than what was projected). She described the Contributions Out as funds to restricted programs within the General Fund. Special Ed has State and General funding but not enough to cover the costs so there is a transfer of **\$12.2M** in addition to what is funded. The net impact is -0- because there is an accounting change for Special Ed. Cleveland noted that Special Ed Mental Health costs were going up, usually due to student need, and is projected to need another **\$227K**. Beginning Teacher Support (BTSA) is higher because of the new teacher hires so **\$70K** needs to be contributed to this fund. The \$70K is in addition to the \$164K/year that is funded for BTSA. There will not be funding for BTSA after 2014-15 and BUSD will have to fund the whole amount beginning in 2015-16. **She noted that there was a deficit of \$909,652 projected for 2014-15. With a beginning Fund Balance of \$5.7M and the \$909,652, there is an Ending Fund Balance of \$4.8M.** Cleveland stated that under the Components of Fund Balance: the **One time reimbursement mandated claims of \$611,598** was separated out until a decision can be made for how it should be spent (Governor recommended this money to be used for Common Core implementation). **Economic Uncertainties/3% reserve is mandated by the state that currently equals \$3.0M** held in a separate fund. **The Undesignated Fund Balance is \$3.9M.**

Cleveland did not have the exact amount of the Federal and State contributions for Special Education but estimated it to be double the BUSD Funding of \$12.2M (later confirmed to be \$22.7M). She confirmed that all the money from the state for Special Ed to the District comes through and is managed by the SELPA (Special Education Local Planning Area/North Region: Alameda, Berkeley, Albany, Piedmont, Emery Unified

School Districts, <http://www.northregionselpa.org/>). The North Region SELPA also provides support and monitors compliance. The District pays administrative costs for that service along with the other districts in the North Region. She confirmed that the Local Revenues on page 1 includes Special Ed money from SELPA as well as other local taxes that contribute to Special Ed. Cleveland confirmed that the Field Trips money was for home-to-school transportation, and there is a transfer at the end of the year from schools that pay for field trips, noting that it is a small amount of money, around \$100K. Transportation is embedded in the classified salaries as part of the new formula.

**Cleveland will provide the Special Education budget for the committee.**

Cleveland presented the *Multi-Year Projections, BUSD FY 2014-15 Second Interim* and noted that the first column “Unrestricted” was the information that she just presented to the committee (see above). The “Restricted” budget contains programs such as Special Ed, After School & Common Core (any program with specific restrictions). The 2015-16 budget shows the increase in Base Funding and Supplemental Revenues. **The Change to Fund Balance under 2015-16 is \$2.1M, but Cleveland cautioned that figure does not contain costs (one-time expenses) for programs that were funded in 2014-15** such as Gardening & Cooking, Middle School Math Reduction, ATOD Counselor, and more. If these programs are to be included the Fund Balance would be reduced. This balance also does not include any salary expenditure increases. The Multi-Year Projection does give the increase in revenues and the projected increases in expenses over a 3-year period. Cleveland added that on page 2, **the LCFF increase in Supplemental Grant of \$1.1M for targeted students has not been placed in the budget yet.** When that \$1.1M is used, that will reduce the ending fund balance. **The Unappropriated Fund Balance is projected to be \$4.9M, up from \$3.9M in 2014-15.** Cleveland confirmed that the Federal and State money for Special Ed is revenue but considered restricted. There was a brief discussion about the 3% fund balance mandated by the state; BUSD tries to keep a fund balance that is well above that amount. Cleveland confirmed that the \$13.5M BSEP Contribution on page 3 includes the transfer for CSR and direct program funding from BSEP for “page 2.” In response to a question about average teacher salary, the discussion included the fact that there was currently a teacher shortage that will need to be met.

**8. BSEP Audit for 2013-14**

Liz Karam, *BSEP Senior Budget Analyst*

The following handouts were provided:

- *Crowe Horwath BUSD, Measure A of 2006 BSEP, Financial Statements, dated June 30, 2014, handed out at 2/24/15 P&O Meeting*
- *Crowe Horwath BUSD, Measure A of 2006 BSEP, Performance Audit, dated June 30, 2014, handed out at 2/24/15 P&O Meeting*

Karam presented the *Crowe Horwath BUSD, Measure A of 2006 BSEP, Financial Statements, dated June 30, 2014*. She noted that the auditor’s Opinion was given on page 2. The audit is done in conjunction with the District’s audit. The spreadsheet “Balance

Sheet” (pg. 3) is a snapshot of the books on June 30, 2014. Under Assets, the “Due from...” includes the amount that is used for RtI<sup>2</sup>. Under Liabilities and Fund Balance, the “Due to...” is the money from BSEP to the General Fund for CSR and Music. “The Fund balance – restricted” is for program usage as outlined in the Measure. She stated that the Statement of Revenues, Expenditures, and Change in Fund Balance represents the actuals and is a summary of what the activity was for the year. Karam confirmed that the Unrestricted General Education Resource 0000 is where the fees to the County and the City, fees to Auditor, and the 2% of net funds for support of the work of the Planning & Oversight Committee, Public Information, and Translation are transacted. Karam went through the highlights of pages 5, 6, and 7 that covered the Notes to Financial Statements.

Karam presented the *Crowe Horwath BUSD, Measure A of 2006 BSEP, Performance Audit, dated June 30, 2014*. She noted that the last paragraph of page 1 covers the P&O Committee’s oversight responsibilities. Beery noted that page 3 Objectives, Scope, Methodology and Conclusions explains the methodology, and Karam confirmed what information and documentation are provided to the auditors for this portion of the audit. Karam stated that the accounting system that is used is QSS (Quintessential School Systems).

## **9. Site Discretionary Funds**

Natasha Beery, *BSEP Director*

The following handouts were provided:

- *BSEP Resource 0852 Site Discretionary Funds, FY 2015/16 Allocation*

Beery presented *BSEP Resource 0852 Site Discretionary Funds, FY 2015/16 Allocation* and noted that she managed to keep the per student allocation at \$230, the same as the previous year. Most sites saw an increase due to enrollment growth. Enrollment was determined by CalPADS (California Longitudinal Pupil Achievement Data System) from October 2014. BTA and Independent Study were given funds based on 150 students at each site. Beery confirmed that sites had a range of carry-over funds.

## **10. Subcommittee of the Whole: Music and Visual & Performing Arts (VAPA Program) and Funding for 2015-16 and Beyond**

Suzanne, *District Visual and Performing Arts Program Supervisor*, Peter Gidlund, *Music Department Staff*

The following handouts were provided:

- *The Benefits of an Arts Education brochure*
- *The Arts Bring Out the Best in Our Students*
- *Top 10 Skills Children Learn from the Arts*
- *Ensuring Access to the Arts for All Berkeley Students*
- *Any Given Child, article*
- *Arts Offerings, Berkeley Elementary Schools 2014-15*
- *Berkeley High School and Middle Schools Mapping Tool 2014-15*

McCulloch announced that the upcoming Visual and Performing Arts Showcase would be held at the Berkeley Community Theater. The Showcase includes groups from grades 5-12 in choruses, bands, and jazz bands. She noted the handouts elaborate on how the arts and art education help with the development of students' skills. McCulloch presented and explained the *Arts Offerings, Berkeley Elementary Schools 2014-15* and *Berkeley High School and Middle Schools Mapping Tool 2014-15*. Discussion follows:

- It was noted that classroom teachers provide art activities that are not detailed on the arts offering handouts.
- With regard to disparity in arts offerings, it was noted that the PTA often supplements the arts programs at schools. Is there a way to create visibility across the district to find out how the arts are funded school by school and to more fairly distribute the arts opportunities? It was difficult to put together a picture of how sites are funded by the various sources in order to interpret what is going there. The question was posed as to how this affects our thinking about funding.
- Some of the reasons that we see site variation is based on the sites' decision making and character of each school.
- BTA doesn't have any of this, and their students need the arts. As they move more toward a trauma-informed school, they will need more arts for their kids.
- If there was a simple matrix to go with the *Arts Offerings* handouts with BSEP, PTA, Berkeley Public Education Fund lines, it would give everyone an idea of what the school sites are doing as well as a bigger, relative-dollar picture. This could be a repository of information that would be useful for all sites to have a fuller understanding of how programs can be funded. If this information is available, people could act on it.
- Are the arts programs interwoven with after school programs? McCulloch responded that they only looked at school day programs because not every child goes to After School.
- Since we are going into the next Measure, could McCulloch identify problem areas, e.g., middle school music programs that are not part of the regular day? McCulloch agreed that the access to middle school music is not equitable because it is offered at 0 period or after school, and some kids can't participate at these times for various reasons. Also, the number of things students have to do during the day often squeezes out music. A 7-period day would allow any child to participate and make it easier on the teachers because one teacher could stay and teach 2 or 3 things and not have to run between sites. She noted that she would like to see from the District or BSEP that every school gets a .5FTE dance or digital arts teacher; that would level the playing field a lot. There is no dance or drama credential in California, so an English teacher could teach drama or a PE teacher could teach dance if that was their specialty. That would give our kids opportunities for a better understanding of the world around them.
- It was hoped that a parent looking at the *Arts Offerings* handouts would get a fuller picture of what is happening at the PTA level and not feel that one school is better than

another. McCulloch wondered if it would be good to take the *Arts Offerings* handouts to the PTA Council, an idea that was supported.

- It was noted that after school programs could offer another layer of opportunity. The after school programs have a limited budget that tries to serve and offer programs to students. McCulloch is investigating a grant for researching after school offerings in the arts.
- It was suggested that it was important that we don't assign "quality" to the schools in this document and note that schools choose what programs they wish to fund. It was noted that it is difficult to see that.
- The reason that our music program is as amazing as it is, is because of BSEP. We're a rare district that actually supports itself, and it would be a missed opportunity if we didn't look at how to get an enrichment program funded across the board (PE, dance, visual arts). We should seriously look at making a compelling case to leverage what has been done around music and explore just how that has done for our kids.
- A site can make a concerted effort in an area, but there are also differences and strengths of the PTAs and financial acumen and where-with-all at each of the different schools and that comes into play. It is not a level playing field everywhere though we would like it to be. If we did put something in the next BSEP Measure, that may be the way to go.
- Why haven't the principals, historically, offered up their budgets so it can be seen where all the money is coming from? The variances are large between the different schools.
- Peter Gidlund noted that if you look at the middle schools/BHS, they are funding more unique programs during the day from their general fund. Gidlund teaches two guitar classes during the day at Longfellow with less than 20 students in each class. BHS is doing the same thing with 2 classes of guitar and a chorus, all at entry level. It was noted that it was a zero sum game because the high school only has 6 classes a day and taking the music class would mean that student is not taking some other class. This would diminish the attendance in other arts classes such as drawing or ceramics. If the class is 0- or 7<sup>th</sup> period, they could still take their other 6 classes.
- It was noted that the arts was not the only subject around which conversations needed to be had, as there are concerns about things like Cooking & Gardening & the Willard swimming pool as well.
- There is a concern that by middle school/7<sup>th</sup>-8<sup>th</sup> grades, there is a group of (music) "experts" and for the kids that were in music in 4<sup>th</sup>-5<sup>th</sup> grades and want to get back into it, there is no more room for exploration and dabbling. Could there be a modular model for this? McCulloch noted that they tried to do a beginning class at MLK last year but did not get enough kids for it. Could the middle school wheel classes add a beginning class? Is there a way for kids to re-enter it through outside-the-box ways: beatbox, poetry, etc. Gidlund noted that kids that drop out of music typically don't come back to it. He noted that guitar and chorus classes, as well as Afro-Haitian dance, was a way to be around music, for exploration.
- How can we make the arts program more diverse? How can we draw them in, even at elementary school, using what they're into right now? McCulloch stated that they tried a

music technology class. It was noted that there was an electronic music club at BHS. Incorporating popular music is not the same as having a whole class for it and right now, they don't have the equipment for it.

- There is no place to start when these things are not offered at school (percussion, ukulele, guitar). Gidlund noted that these things are offered based on student interest and teacher training. McCulloch stated that when they are recruiting teachers, they also look for those other skills (guitar/ukulele, leading a chorus).
- Could an after-school club create the energy that would lead to the creation at a class level? What do you do? McCulloch stated that her department talks to the different principals, and if the school wants to offer something in particular, she will make more of an effort around that. MLK is developing a pit band for drama, which is a collaboration of the students and the teachers.
- It was suggested that there could be a showcase in a parade format like Mardi Gras.
- McCulloch stated that her department does outreach to the kids and parents. They take kids to Cazadero (music camp in May) and encourage students and their parents to sign up. They try to follow up with kids when they enter 6<sup>th</sup> grade and also offer scholarships for private lessons (about 12 a year).

### **11. Update on BSEP Measure Awareness and Planning**

Natasha Beery, *BSEP Director*

Beery provided the following handouts:

- *Friends of the BUSD Library Flyer for March 2, 2014 Meeting*

Beery noted that the committee has seen the refreshed logo, and it has already been added to flyers and the banner. They are looking at having it on more specific items such as stickers on instruments and bookplates in books, etc.

BSEP Measure Planning is moving forward with subcommittee work and issues/ideas from these discussions that will be taken back to the Cabinet. There will be study groups and idea papers developed. These will be used for Board and public discussions.

There will be a joint subcommittee meeting for Technology and Library meeting next Tuesday, March 17, 2015. The Superintendent's Budget Advisory Committee will also be meeting next week. Information will be sent out about those meetings.

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

No comments were made.

### **13. Adjournment**

The meeting was adjourned by acclamation at 9:33 p.m.

**The next P&O meeting will be held March 24, 2015.**

*Minutes submitted by Linda Race, BSEP Staff Support*