

**Berkeley Unified School District
Office of the Superintendent
2134 Martin Luther King Jr. Way
Berkeley, CA 94704-1180
Phone: (510) 644-6206 Fax: (510) 540-5358**

BOARD OF EDUCATION – MEETING AGENDA*

Wednesday, April 25, 2012

Call to Order The Presiding Officer will call the Meeting to Order at
6:00 p.m., recess to Closed Session and begin open
session at **7:30 p.m.**

Roll Call

Members Present:

John T. Selawsky, President
Leah Wilson, Vice President
Karen Hemphill, Director
Beatriz Leyva-Cutler, Director/Clerk
Josh Daniels, Director
Maddy Roberts – Student Director

Administration: Superintendent William Huyett, Secretary
Javetta Cleveland, Deputy Superintendent
Neil Smith, Assistant Superintendent of Educational
Services
Delia Ruiz, Assistant Superintendent of Human Resources

The Board will recess into closed session under the authority of the Brown Act (including but not limited to Government Code section 54954.5, 54956.8, 54956.9, 54957, 54957.6, as well as Education Code section 35146). Under Government Code section 54954.3, members of the public may address the board on an item on the closed session agenda, before closed session.

a) Conference with Legal Counsel – Existing Litigation/Anticipated

b) Consideration of Student Expulsions

Student Case No. 1112-11-030704

Student Case no. 1112-12-112096

Student Case No. 1112-04111294

c) Collective Bargaining

d) Public Employee Discipline/Dismissal /Release/Evaluation

e) Public Employment /Appointment

f) Liability Claim Nos. 1372 and 1527

g) Property Acquisition & Disposal - Hillside

* Board agenda posted on District website: www.berkeley.k12.ca.us

** The Student Director does not attend Closed Session

The Berkeley Unified School District intends to provide reasonable accommodations in accordance with the Americans with Disabilities Act of 1990. If a special accommodation is desired, please call the Superintendent's Office 48 hours prior to the meeting at 510-644-6206

REGULAR MEETING AGENDA

CALL TO ORDER

Report Closed Session actions

Approve Regular Meeting Agenda of April 25, 2012

RECOGNITION

Berkeley Public Education Foundation: Christopher Hudson, Chair; Mary Friedman, Treasurer; and Molly Fraker, Executive Director

PUBLIC TESTIMONY

Persons wishing to address the Board should fill out a card located on the table by the door and submit the completed card to the Board Recorder. Speakers will be selected by lottery. The Public Testimony is limited to 30 minutes – 3 minutes per speaker. Speakers with the same concerns are encouraged to select a spokesperson to address the Board.

REPORTS

Union Representatives' Reports
Board Members' Reports
Superintendent's Report

APPROVE CONSENT CALENDAR

CONSENT ITEMS

These items are considered routine and may be enacted by a single motion. Any items needing discussion may be moved to the appropriate section of the agenda upon the request of any member of the Board.

Educational Services

3.1-C Approval of Overnight Field Trip Request	<u>Staff Recommendation:</u> Approve overnight field trip request	9
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Business Services

4.1-C Approval of Contracts and Purchase Orders	<u>Staff Recommendation:</u> Authorize the Purchasing Manager and/or Deputy Superintendent to execute contracts and purchase orders	11
4.2-C Approval of Payroll Warrants Issued in March 2012	<u>Staff Recommendation:</u> Approve payroll warrants issued in March 2012	12
4.3-C Acceptance of Gifts and Donations	<u>Staff Recommendation:</u> Accept the donations/gifts to the District and request staff to extend letters of appreciation	14

ACTION ITEMS

These items are presented for action at this time. They may have been reviewed at a previous meeting.

Human Resources

2.1-A Declaration of Need for Fully Qualified Educators	<u>Staff Recommendation:</u> Approve Declaration of Need	15
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**Open Public Hearing
Close Public Hearing**

2.2-A (Public Hearing) Initial Proposal from the Union of Berkeley Administrators (UBA) for a Successor Agreement	<u>Staff Recommendation:</u> Acknowledge receipt of initial proposal from UBA for successor agreement, and conduct public hearing	19
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INFORMATION

This item is intended to keep the Board informed on various District business matters, which do not require action, by the Board.

Educational Services

21

3.1-I

Report on Berkeley High School

Staff Recommendation:

Receive report on Berkeley High School for information

ADDITIONAL ACTION ITEM

Approve Board of Education Minutes – April 11, 2012

EXTENDED PUBLIC TESTIMONY

ADJOURNMENT

Board of Education Meeting Dates – 2012

May 2 - Special	August 22
May 9	September 12
May 23	September 19
June 6	October 10
June 20	October 24
June 27	November 14
	November 28
	December 12

Board of Education Meetings are broadcast live on KPFB/FM 89.3 Berkeley Government Access Channel 33

Guidelines for Speakers

You are invited to participate in Meetings of the Board of Education and make your views known at these meetings.

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM:

Please fill in a **REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD**) and give it to the Board Secretary. Speakers will be selected by lottery. Your card must be submitted before the Presiding Officer calls for **PUBLIC TESTIMONY**. You will be called to speak by the Presiding Officer. A Speaker has three minutes in which to make his/her remarks.

Any subject related to the District or its educational programs is welcome at the Board of Education Meetings. **However, we respectfully ask that matters pertaining to individual employees of the Berkeley Unified School District be discussed in private. There is an established procedure for making such complaints.** You may obtain information about this procedure from a school or from the Superintendent's Office.

Berkeley Unified School District Mission:

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged partners in their child's education who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

District Goals 2010 – 2013

I. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.

A.Pre-K: Prepare pre-school children for success in elementary school by providing age-appropriate curriculum and instruction that nurture and develop children's academic, social, emotional and physical well-being.

B.ELA and Math Instruction: Prepare all students for continued success in English Language Arts and Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.

C.English Language Development: Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English language proficiency level each year.

D.Evaluation and Assessment: Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with the staff, the Board and the community.

II.Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

A.Student Engagement: Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.

B.ULSS / RTI²: Implement a continuum of academic, behavioral, and/or other intervention strategies through the Universal Learning Support System (ULSS), as ULSS is the district's model of Response to Intervention and Instruction (RtI²).

C.Positive Behavior Support: Develop and utilize a positive behavior system as well as prevention and intervention programs for specific behaviors that impede student success, such as alcohol and drug use and abuse, truancy, expressions of extreme anger, and repeated suspendable offenses.

D.Disproportionality: Reduce the disproportionate racial representation of students suspended or expelled and students identified for Special Education services.

E.Educational Options for Secondary School Students: Develop engaging and innovative educational options for secondary students, including career technical education.

F.Extended Learning Opportunities: Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.

G.Transitions: Improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, from middle to high school, and from high school to post-secondary as well as the transitions from Special Education and English Learner status to the mainstream.

III. Family/Community Engagement: Establish partnerships with our families and community to increase academic success for all students.

A.Family Engagement Framework: Develop greater family involvement in the schools and the community by adopting a framework that offers multiple ways for parents to partner with educators to ensure their children's success in school.

B.Family Leadership & Advocacy Training: Strengthen parents' capacity to be effective leaders in their schools and the community and advocates for their children by providing parent trainings and forums in formats that honor the cultures and languages of our community.

C.Family Advisory Council: Support the City and the Berkeley Alliance in establishing a representative Family Advisory Council to ensure parent input in the development and evaluation of the 2020 Vision projects.

D.Communication: Engage and inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.

IV. Cultural & Linguistic Relevance: Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

A.Culture and Climate of District and Schools: Ensure that all schools and departments welcome and support all our students and their families by prioritizing a focus on equity at each site, ensuring customer friendly service, and providing language access, all supported by district policy.

B.Recruit and Retain Teachers and Administrators of Color: Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.

C.Professional Development: Create a culturally and linguistically responsive climate throughout the district through focused professional development.

V.Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

A.Efficient Use of Resources: Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs.

B.Parcel Tax and Bond Revenues: Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.

C.Partnerships: Maximize public and private resources to support greater student success by strengthening partnerships with the City, the Berkeley Alliance, the Berkeley Public Education Foundation, U.C. Berkeley, and other stakeholders.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 25, 2012
SUBJECT: Overnight Field Trip Requests

BACKGROUND INFORMATION

The following overnight field trip requests are being made:

AVID Retreat, Longfellow Middle School, April 27-28, 2012

Approve participation of twenty-eight AVID eighth grade students from Longfellow Middle School, and two certificated teachers plus one other adult, to participate in an overnight retreat on Friday, April 27, 2012, in the Longfellow Theater. The educational purpose of this retreat is to reflect upon student growth over the past two years, focus on the challenges of high school ahead, and cement the bonds of friendship. Students will sleep on the floor of the theater, with a boys section and a girls section divided by the adults. All students will be visible at all times during the night. Students will provide their own transportation. The cost is \$10/per student funded by the students. No student will be denied access based on inability to pay. Requested by Pat Saddler, Principal, Longfellow Middle School

Southwest Region Junior Rowing Championships, Lake Natoma, Rancho Cordova, May 4-6, 2012

Approve participation of 90-100 Berkeley High students and six coaches from Berkeley High plus 16-20 other adult chaperones, to participate in the Southwest Region Junior Rowing Championships, taking place at Lake Natoma, Rancho Cordova, May 4-6, 2012. All chaperones will be present at the regatta site as well as at the hotels. Coaches will carry emergency information cards, medical forms and a complete roster of phone numbers for all participants. Parent chaperones and the hotel front desks will have the cell phone numbers of all coaches and parent chaperones.

Transportation to Lake Natoma will be by school bus. Lodging has been reserved in Rancho Cordova at the Red Lion for boys and the Hampton Inn for girls. Parents will provide transportation home. The cost of the trip, \$175.00/per student, was paid for by parents. No student will be denied access based on inability to pay. Requested by Kristin Glenchur, Vice Principal, Berkeley High

DISTRICT GOAL

II. F. Extended Learning Opportunities

POLICY/CODE

Education Code 35330

Board Policy 6153

FISCAL IMPACT

As indicated above.

STAFF RECOMMENDATION

Approve the overnight field trips consistent with District policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: April 25, 2012
SUBJECT: Approval of Contracts/Purchase Orders for Services
Contracts

BACKGROUND INFORMATION

The District contracts with consultants or independent contractors who can provide valuable and necessary specialized services not normally required on a continuing basis. The following contract services are requested. Expenditures are within budget.

1. WLC Architects to complete the Berkeley Community Theater Accessibility project. The cost will not exceed \$45,000. To be paid from Measure AA. Requested by Lew Jones.
2. Parent Institute for Quality Education (PIQE) to provide parent education workshops at Berkeley Arts Magnet and Le Conte Elementary Schools. The cost will not exceed \$15,400. To be paid from BSEP Measure A Parent Outreach Fund. Requested by Maya Hernandez.

DISTRICT GOAL

V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

POLICY/CODE

Public Contract Code: 20111
Board Policy 3310

STAFF RECOMMENDATION

Approve the contracts with Consultants or Independent Contractors as submitted.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: April 25, 2012
SUBJECT: Receive and Approve Information on the Issuance of Payroll Warrants for Employee Services for March 2012.

BACKGROUND INFORMATION

On a regular basis, the Board receives information on the total amount paid employees during a month. The attached represents a summary of pay warrants from various funds for the month of March 2012.

DISTRICT GOAL

V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

POLICY/CODE

Educational Code 41010 et seq.

FISCAL IMPACT

\$6,567,467.93 for March 2012 from various funds.

STAFF RECOMMENDATION

Approve payroll payments made in March 2012.

BERKELEY UNIFIED SCHOOL DISTRICT
DISTRICT PAYROLL – ACCOUNTING DEPARTMENT
March 2012

<u>COMPUTER GENERATED</u>	<u>AMOUNTS</u>
GENERAL FUND	\$5,155,125.63
MEASURE BB FUND	\$171,961.10
BSEP MEASURE A	\$537,842.42
ADULT FUND	\$276,903.31
CAFETERIA FUND	\$144,537.97
CHILD DEVELOPMENT	\$246,652.31
MEASURE A+AA (BOND FUND)	\$17,016.30
SELF INS. FUND	\$17,428.89
TOTALS	\$6,567,467.93

APPROVED BY: _____
Pauline Follansbee, CPA
Director of Fiscal Services

April 25, 2012

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: April 25, 2012
SUBJECT: Acceptance of Gifts/Donations

BACKGROUND INFORMATION

The Board may accept and utilize on behalf of the District any bequests or gifts of money or property for a purpose deemed to be suited by the Board. The following donations have been presented to the District:

1. Philanthropic Ventures Foundation donated \$500 to purchase high-interest books for John Muir Elementary School.
2. Brian Jones donated \$46.14 through the Wells Fargo Community Support Campaign and Wells Fargo Foundation Educational Matching Gift Program donated \$46.14 to be utilized as needed for a total donation of \$92.28 for Washington School.
3. National University System donated \$600 for master teacher stipend for Emerson School.

GOAL

V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

BOARD POLICY

BP 3290

FISCAL IMPACT

The District received a total of \$1,192.28 in donations.

STAFF RECOMMENDATION

Accept the donations/gifts to the District and request staff to extend letter of appreciation.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: April 25, 2012
SUBJECT: Annual Declaration of Need for Fully-Qualified Educators

BACKGROUND INFORMATION

Annual declaration to the California Commission on Teacher Credentialing is required for those teachers whose assignments require emergency permits or limited assignment permits. The Board of Education must certify that there is an insufficient number of fully-credentialed applicants for certain positions.

In cases where the District must employ teachers without the proper certification, the California Education Code and Title V Regulations provide the options for legal compliance.

The California Commission on Teacher Credentialing requires that this declaration be approved during a regularly-scheduled public meeting, and that this declaration not appear as part of the consent calendar.

DISTRICT GOAL: Generate and equitably allocate resources for programs and services that enable every student to succeed.

POLICY/CODE

Education Code Section 44225.7
Title V Regulation 80026

FISCAL IMPACT

NONE

STAFF RECOMMENDATION

Approve Annual Declaration.



State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Telephone:
(888) 921-2682
Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2012-13
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Berkeley Unified School District District CDS Code: 61143
Name of County: Alameda County CDS Code: 01

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 04 / 25 / 12 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2013.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Delia Ruiz</u>	_____	<u>Assistant Superintendent, HR</u>
<small>Name</small>	<small>Signature</small>	<small>Title</small>
<u>510-644-6151</u>	<u>510-644-6150</u>	<u>April 26, 2012</u>
<small>Fax Number</small>	<small>Telephone Number</small>	<small>Date</small>
<u>2134 Martin Luther King Jr. Way Berkeley, CA 94704</u>		
<small>Mailing Address</small>		
<u>delia.ruiz@berkeley.net</u>		
<small>E-Mail Address</small>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____
Name of State Agency _____
Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► Enclose a copy of the public announcement

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>
_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

<i>Mailing Address</i>		

<i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	10
<input checked="" type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	2
List target language(s) for bilingual authorization: <u>Spanish</u>	
<input checked="" type="checkbox"/> Resource Specialist	2
<input checked="" type="checkbox"/> Teacher Librarian Services	1
<input type="checkbox"/> Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	4
Special Education	2
TOTAL	7

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes

☒ No

If no, explain. Participation in University Internship Programs

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes

☐ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

Brandman, CSU East Bay, San Francisco State, Alliant University

If no, explain why you do not participate in an internship program.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: April 25, 2012
SUBJECT: (Public Hearing) Initial Proposal from the Union of Berkeley Administrators (UBA) for a Successor Agreement

BACKGROUND INFORMATION

Because the Governing Board has a responsibility to represent the public's interest in negotiations with employee organizations, the Board is committed to keeping the public informed about issues being negotiated and providing members of the public an opportunity to express their views.

Attached hereto and presented for public hearing is the initial proposal from the Union of Berkeley Administrators (UBA).

This "Sunshine" of the initial bargaining proposal must be made public before collective bargaining can begin.

DISTRICT GOAL:

V. Generate and equitably allocate resources for programs and services that enable every student to succeed.

POLICY/CODE

California Government Code Section 3547

Board Policy 4143.1

Board Policy 4243.1

FISCAL IMPACT

Unknown at this time

STAFF RECOMMENDATION

Acknowledge receipt of initial proposal from UBA for successor agreement, and conduct public hearing.

To: Delia Ruiz, Asst. Superintendent for Human Resources
From: Janet Levenson, President, Union of Berkeley Administrators

Transmitted herewith are the Initial Proposals of the Union of Berkeley Administrators to the Berkeley Unified School District for a Successor Contract.. Please let me know if it will be necessary for me to attend any "sunshining sessions".

2012 APR -9 P 2:46

2012 APR -9 P 2:46

UBA INITIAL PROPOSALS

USD HUMAN RESOURCES

Article 1 Agreement

UBA proposes a three year term beginning July 1, 2012 and ~~continue until~~ June 30, 2015.

2012 APR - 9 P 2: 46

Article 2 Recognition

New Section: Review job descriptions and duties of the following positions: Manager, Programs Supervisor, and Coordinator. Re-classify individuals as appropriate. Modify duties as appropriate.

Article 6 Retirement and Part-Time Employment

New Section: A supervisory employee who retires at the end of the school year covered by the term of this Agreement shall be granted the highest retirement bonus offered by the District.

Article 7 Evaluation Procedures

New Section: The number of evaluations of certificated staff to be conducted by a supervisory employee shall not exceed 20 per school year.

Article 13 Compensation

13.1 **2012-2013 Fiscal Year:** The UBA bargaining unit shall be given the same total compensation increase as given to the BFT bargaining unit.

2013-2014 and 2014-2015 Fiscal Years: UBA shall have the right to re-open negotiations on Compensation (Salary and Benefits).

New Section: An hourly rate of \$50 per hour shall be paid for supervision of extra-curricular and athletic events beyond the duty day.

Article 15 Expiration of Contract and Reopeners

15.4 In addition to Article on Compensation, UBA shall have the right to re-open the discussion on 2 items chosen by each side, not to exceed 4 items during the 2013-2014 and 2014-2015 school years. Either side may request the re-openers by giving (30) days written notice.

15.5 The parties agree to start the meet and negotiate process for the Successor Agreement on or before April 15, 2015.

UBA reserves the right to:

- 1, Modify the above proposals in the course of negotiations.
- 2, Submit additional proposals.
3. Address other issues after discussions with the District.

NOTE: Change dates in all sections of the contract to reflect dates of the Successor Contract.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 25, 2012
SUBJECT: Report on Berkeley High School

BACKGROUND INFORMATION

Staff has prepared a presentation for the Board that includes Berkeley High School student performance data, the Western Association of Schools and Colleges (WASC) Visiting Committee's Report, and an update on the Principal's major initiatives. While this report includes some information about the Small Learning Communities (SLC), the District is contracting with an outside evaluator to assess the SLC as stipulated in the SLC grant. This report will be presented to the Board in August when it is completed.

I. Staff has included demographic and enrollment information as well as an update on the results of each of the following assessments under separate cover. At the Board meeting, staff will present a power point to give an overview of this information; a copy of the power point is included in this packet. The presentation will include:

- California High School Exit Examination (CAHSEE), administered to all 10th graders and required for graduation
- California Standards Tests (CST) administered in grades 9-11 in core subjects
- Scholastic Assessment Test (SAT), administered to students as part of the college application process
- International Baccalaureate (IB) Examinations, administered to 11th and 12th graders completing IB courses
- Advanced Placement (AP) Examinations, administered to all students completing AP courses
- Cumulative Grade Point Average (GPA)
- High School Graduation Rate

II. The Principal and WASC Chair will present a summary of the WASC Visiting Committee's findings and next steps for BHS in 2012-13 and beyond. The Principal will specifically address the four priority areas that he identified last spring: instruction, assessment, program development, and attendance. He provided an update to the Board in the fall on the high school's progress in each of these areas, and they have been included in the WASC Report. A complete copy of the Visiting Committee's Report has been included in this packet.

DISTRICT GOAL

I. D. Evaluation and Assessment

POLICY/CODE

Board Policy 0200, 0420.6, 5020, 5030, 6011, 9000

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive the Report on Berkeley High School for information.

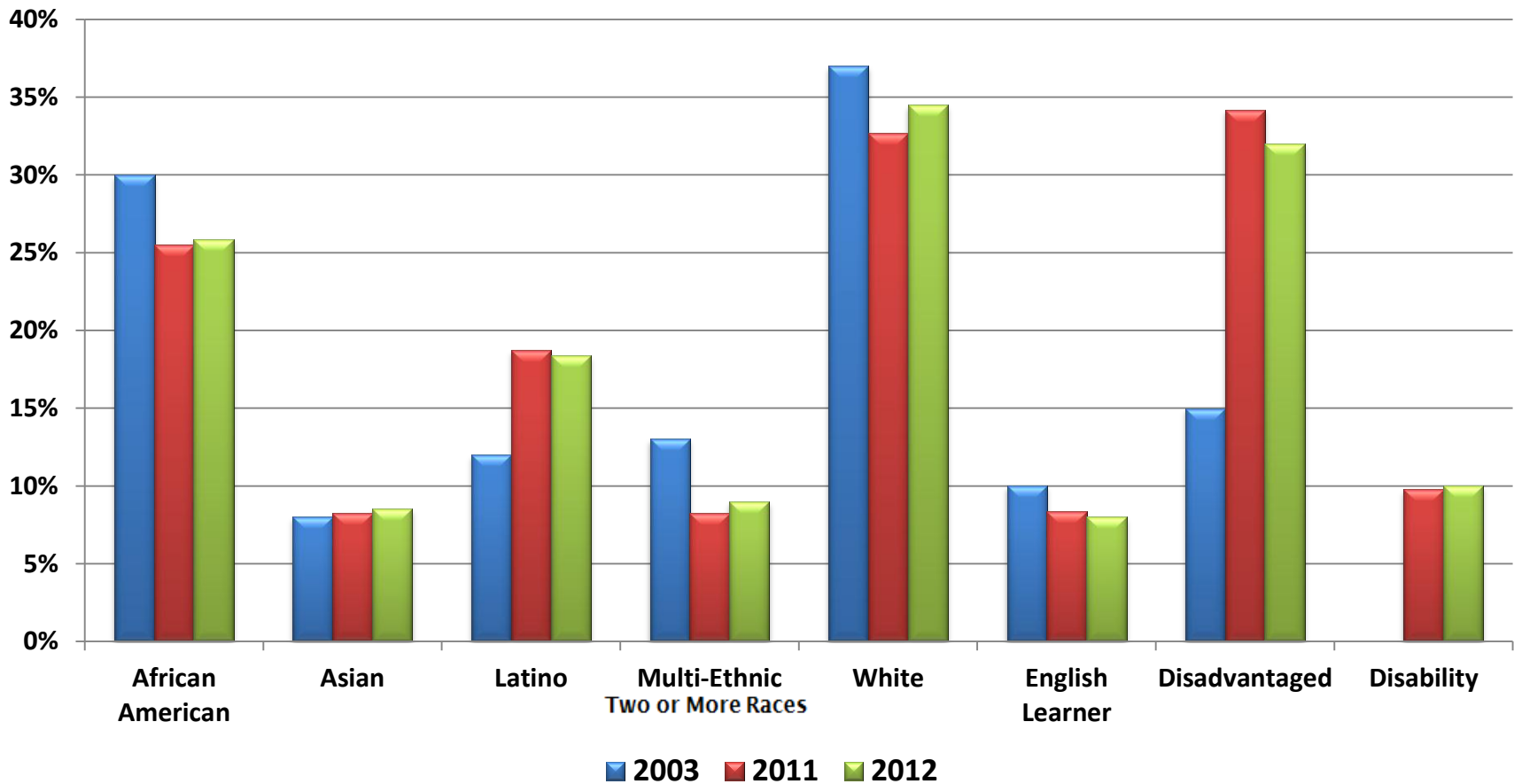
Berkeley Unified School District High School Data Analysis 2010–2011

April 25th, 2012

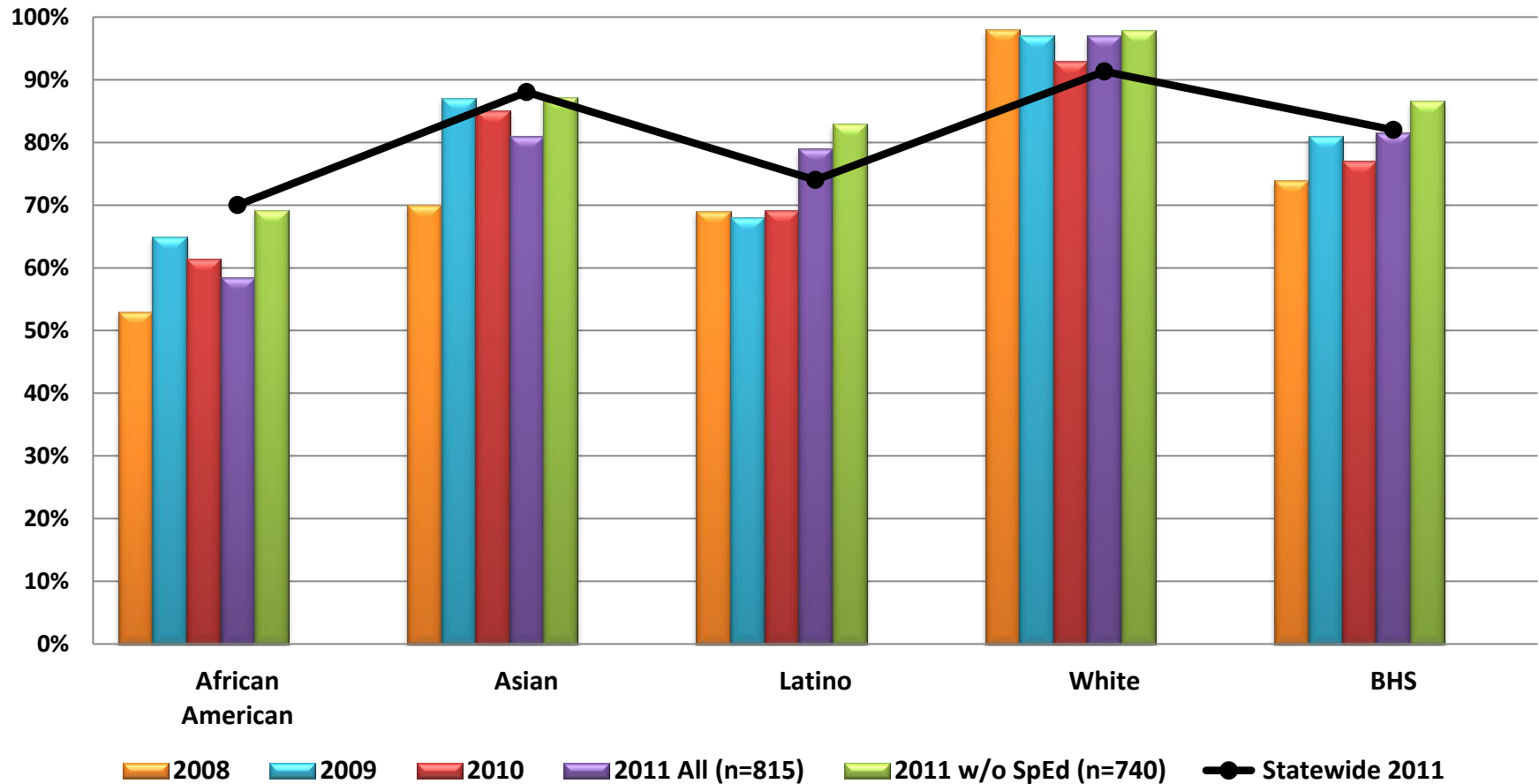
Berkeley Evaluation and Assessment (BEA)



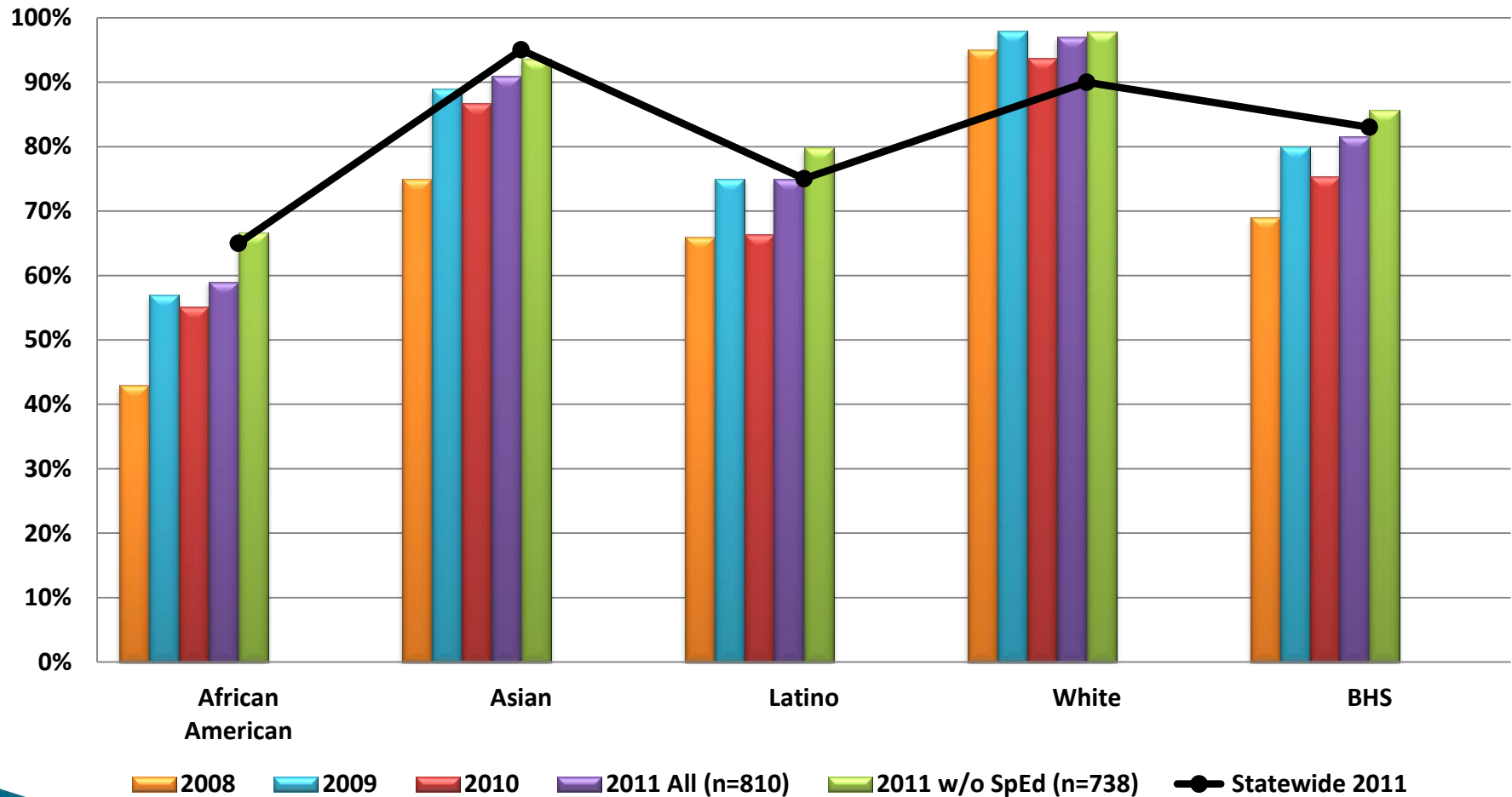
High School Student Demographics 2003, 2011, and 2012 (April 2012)



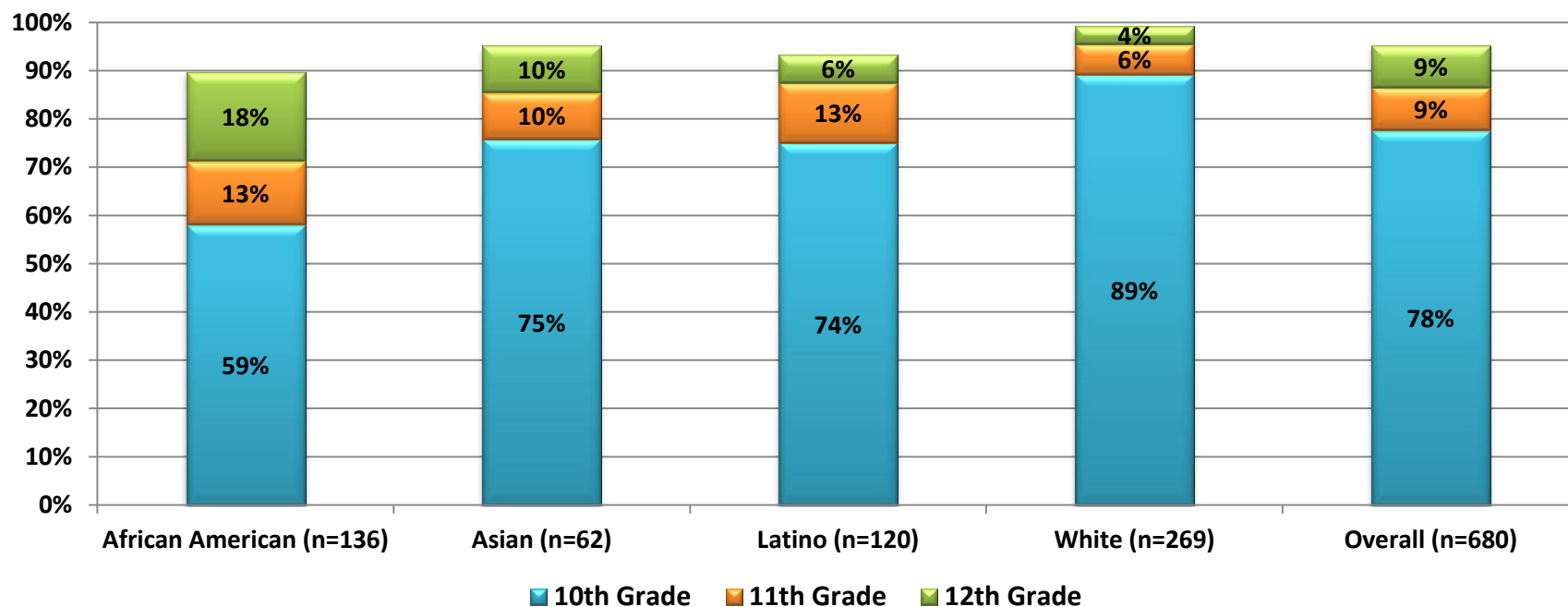
BHS CAHSEE ELA Census (First Attempt) 10th Grade 2008–2011



BHS CAHSEE Math Census (First Attempt) 10th Grade 2008–2011



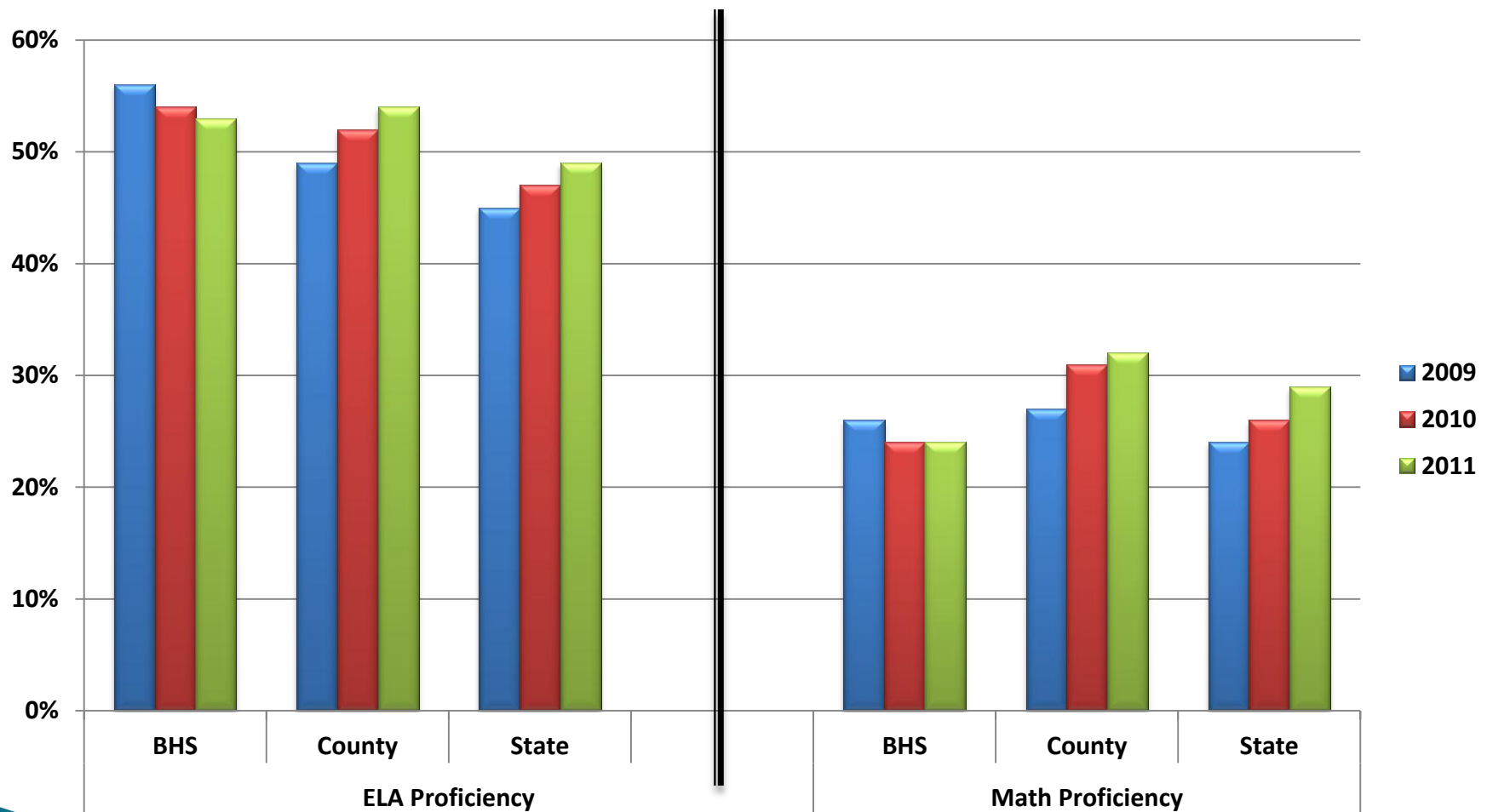
BHS Class of 2011 CAHSEE ELA and Math Cumulative Pass Rate



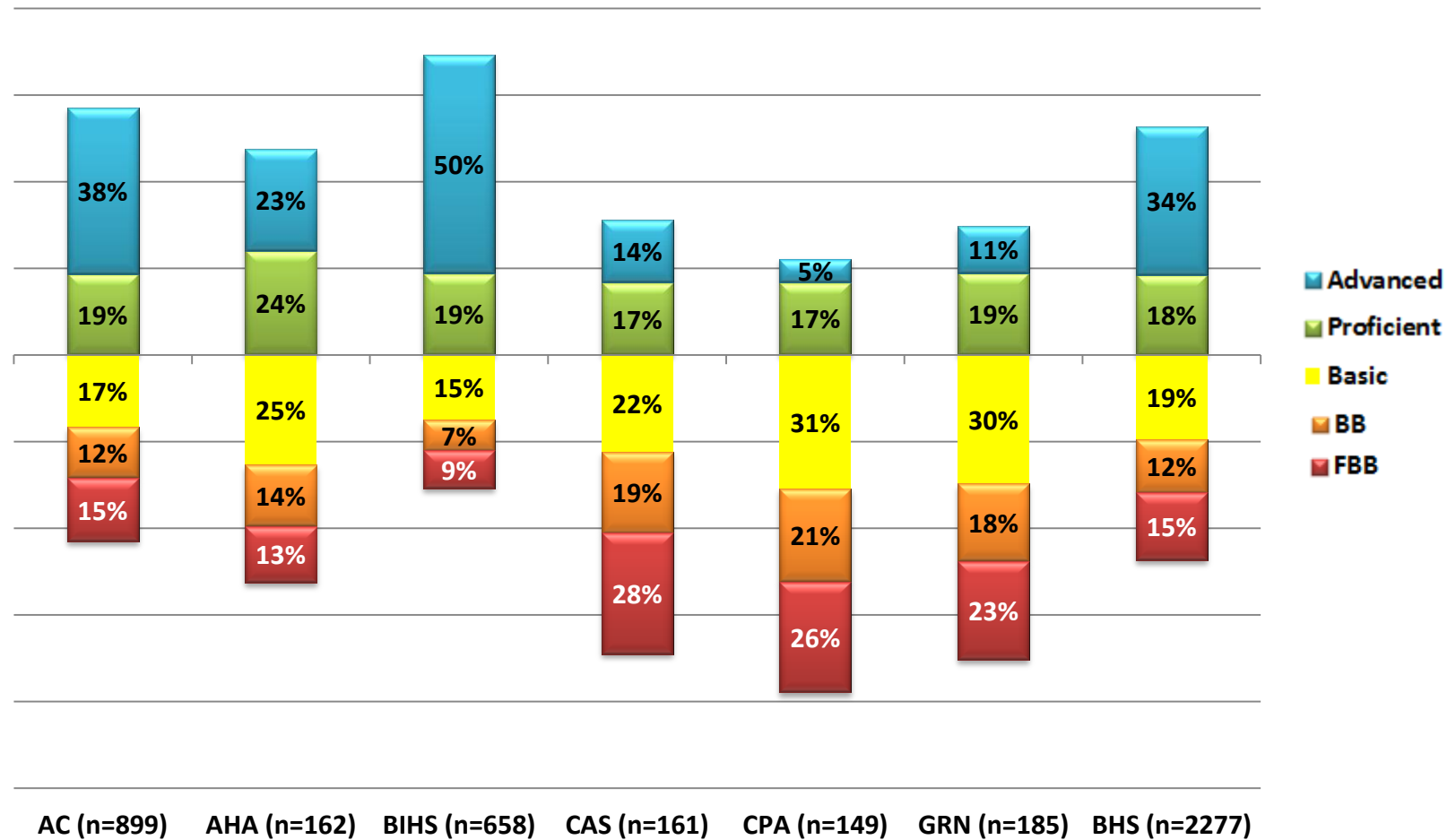
State-wide Class of 2011 CAHSEE ELA and Math Cumulative Pass Rate*	African American	Asian	Latino	White	Total
	91%	98%	92%	98%	95%
BHS Class of 2011 CAHSEE ELA and Math Cumulative Pass Rate*	90%	95%	93%	99%	95%

*Rates are calculated based on students who took CAHSEE tests and excludes students with disabilities (IEPs)

CST Performance : BHS as compared to the County and State, 2009–2011

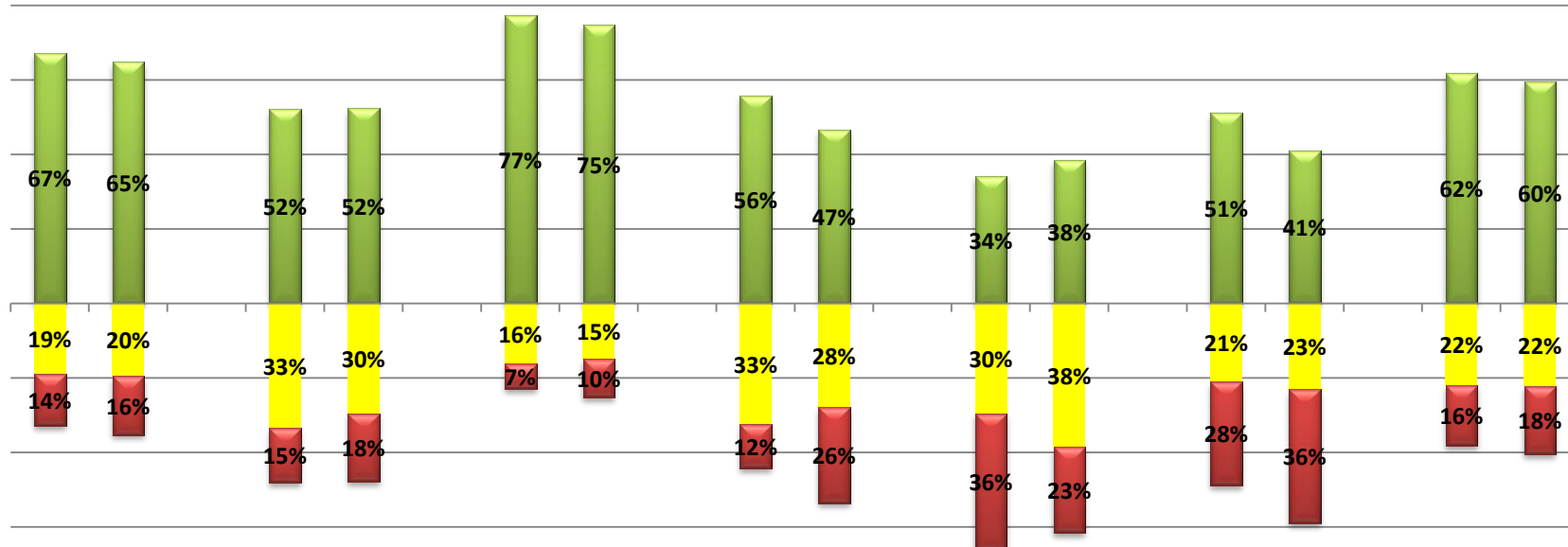


2011 CST ELA Performance by BHS Learning Community



BHS Incoming 9th Graders

CST ELA Performance in 8th and 9th Grades*

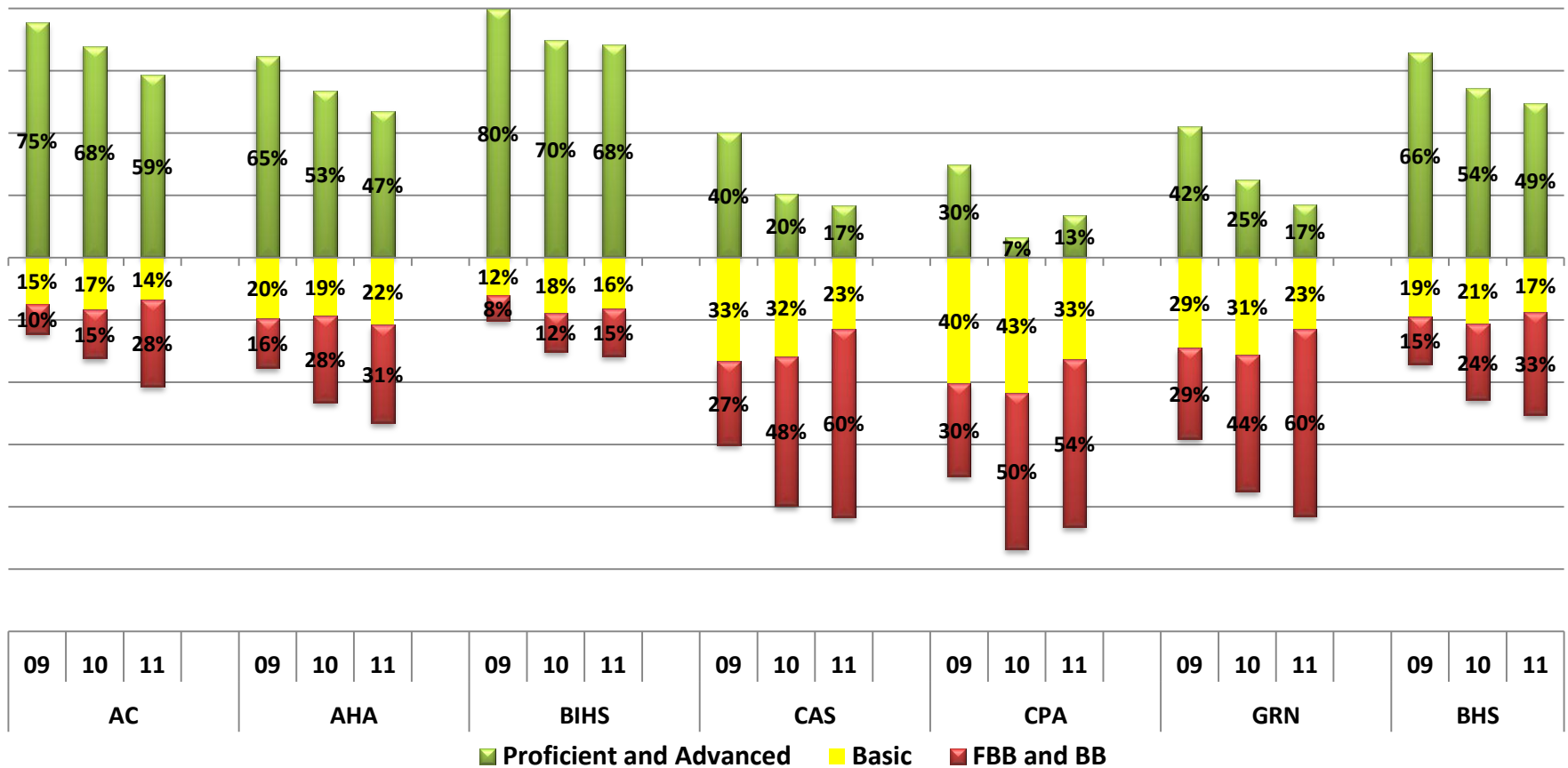


10 (8th)	11 (9th)	10 (8th)	11 (9th)	10 (8th)	11 (9th)	10 (8th)	11 (9th)	10 (8th)	11 (9th)	10 (8th)	11 (9th)	10 (8th)	11 (9th)
AC (n=179)		AHA (n=44)		BIHS (n=147)		CAS (n=43)		CPA (n=39)		GRN (n=39)		Overall (n=509)	

■ Proficient and Advanced ■ Basics ■ FBB and BB

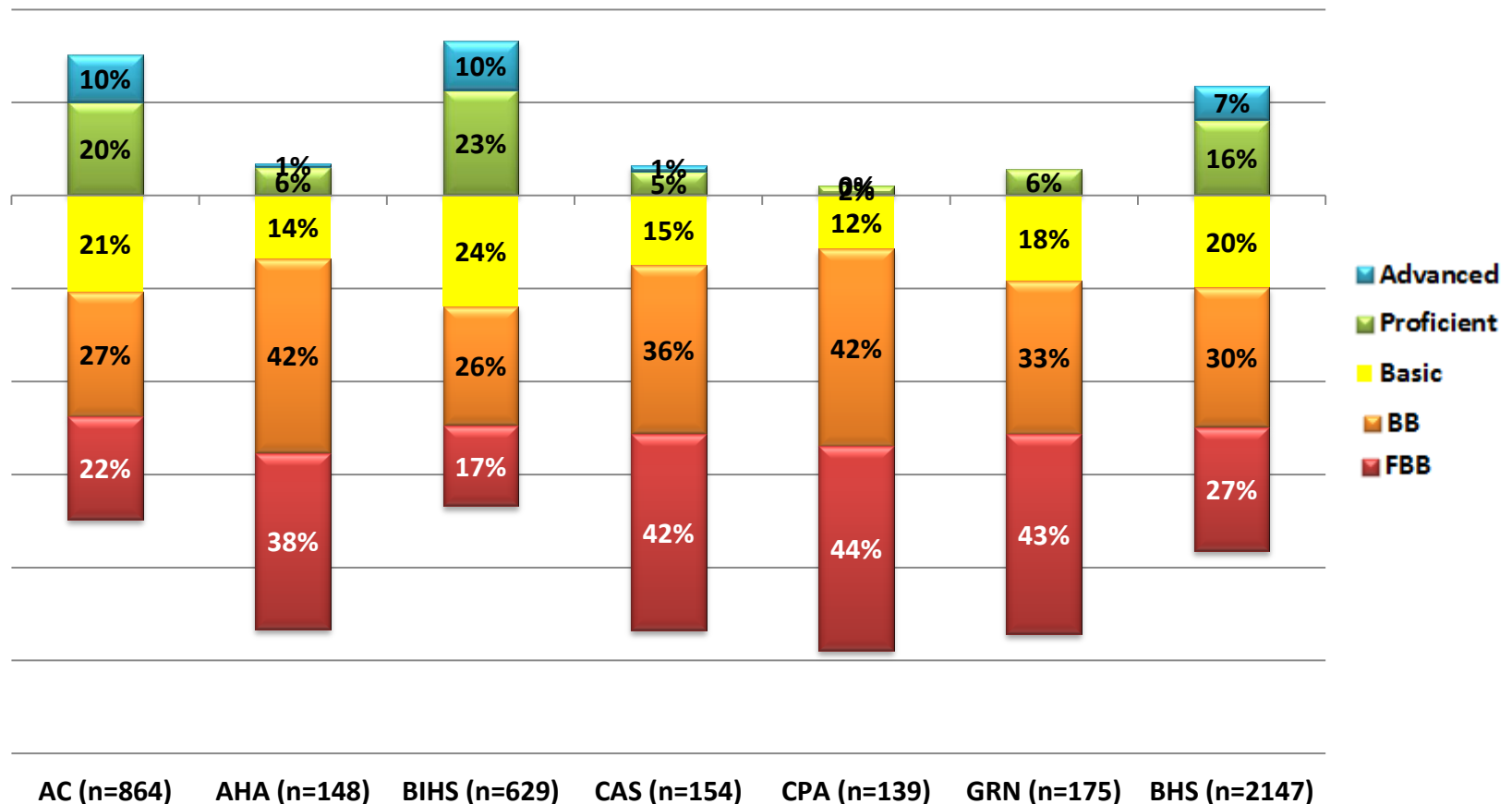
* Only 9th graders in 2010–2011 with both 2010 and 2011 CST ELA scores in BUSD are included. SLCs with less than 20 students took both tests are not showing in the chart above.

CST Cohort ELA Performance by Learning Community 12th Graders (11–12) in the Past Three Years

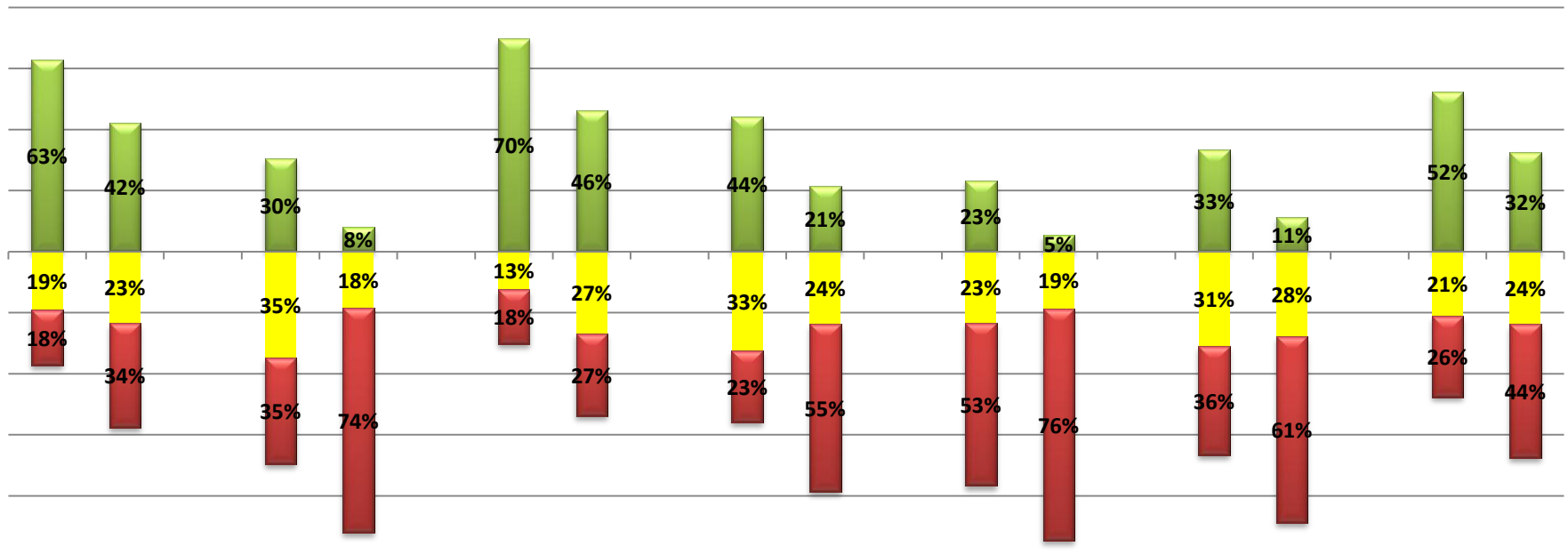


* Only 11th graders in 2010–2011 with CST Tests in 2009, 2010 and 2011 CST ELA scores in BUSD are included.

2011 CST Math Performance by BHS Learning Community (All Courses)



BHS Incoming 9th Graders CST Math Performance in 8th and 9th Grades*

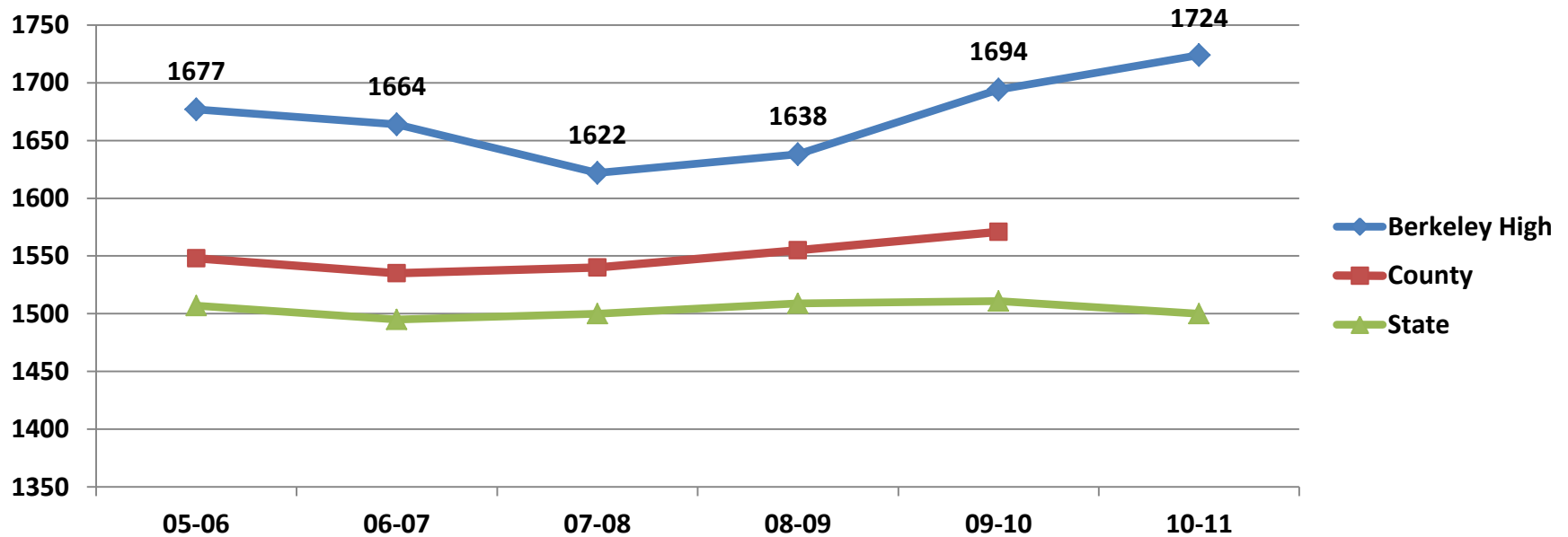


10 (8th)	11 (9th)		10 (8th)	11 (9th)		10 (8th)	11 (9th)		10 (8th)	11 (9th)		10 (8th)	11 (9th)		10 (8th)	11 (9th)		10 (8th)	11 (9th)	
AC (n=175)			AHA (n=38)			BIHS (n=145)			CAS (n=42)			CPA (n=37)			GRN (n=36)			Overall (n=491)		

■ Proficient and Advanced ■ Basics ■ FBB and BB

* Only 9th graders in 2010–2011 with both 2010 and 2011 CST Math scores in BUSD are included. SLCs with less than 20 students took both tests are not showing in the chart above.

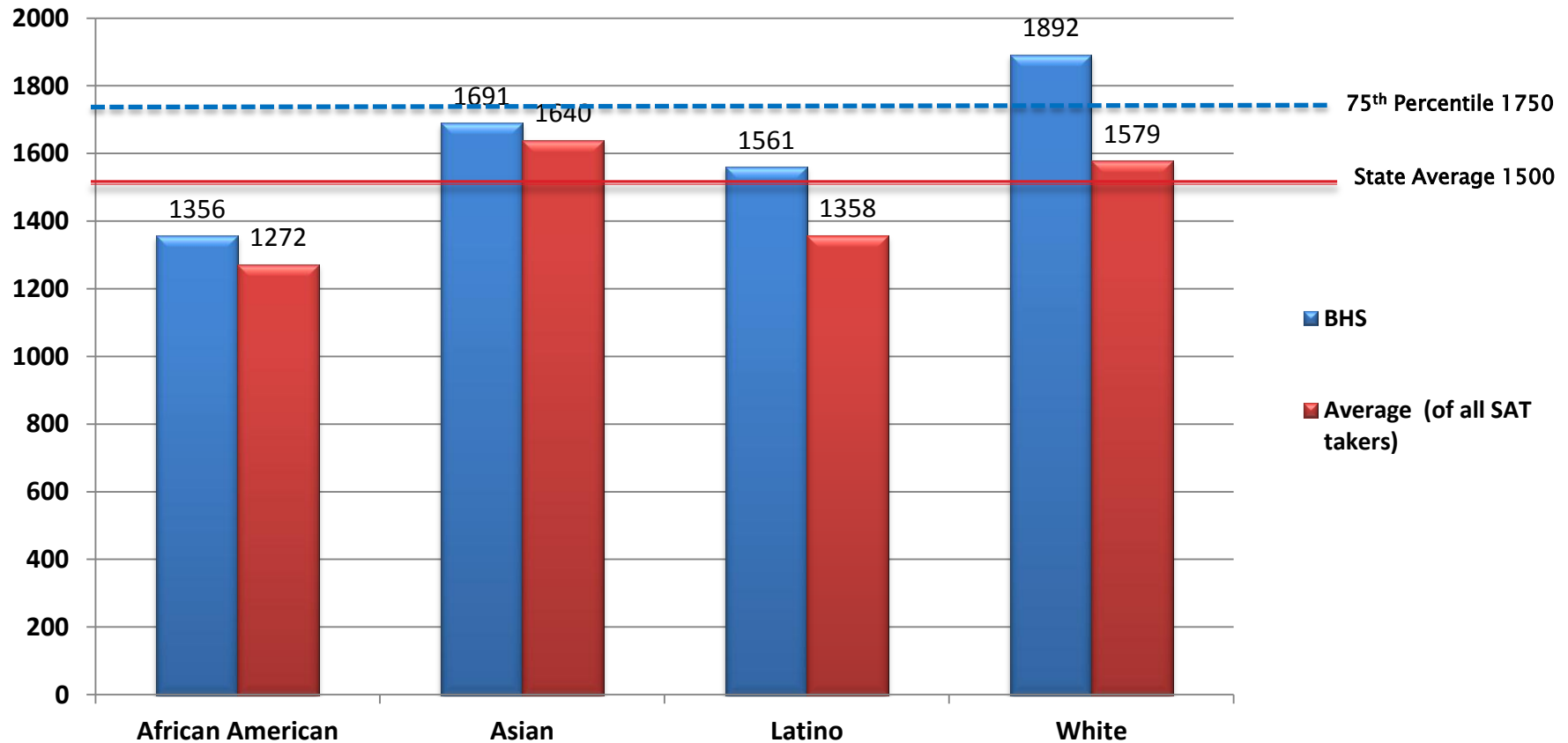
BHS Average Total SAT Score Over Time



Information is summarized for seniors who took the SAT at any time during their high school career through March 2011. If a student took the test more than once, the maximum score is used.

	BHS 12th Grade Enrollment	# Tested	% Tested
05-06	801	412	51%
06-07	780	474	61%
07-08	807	512	63%
08-09	757	461	61%
09-10	720	391	54%
10-11	884	446	50%

SAT Total Scores by Ethnicity BHS Class of 2011



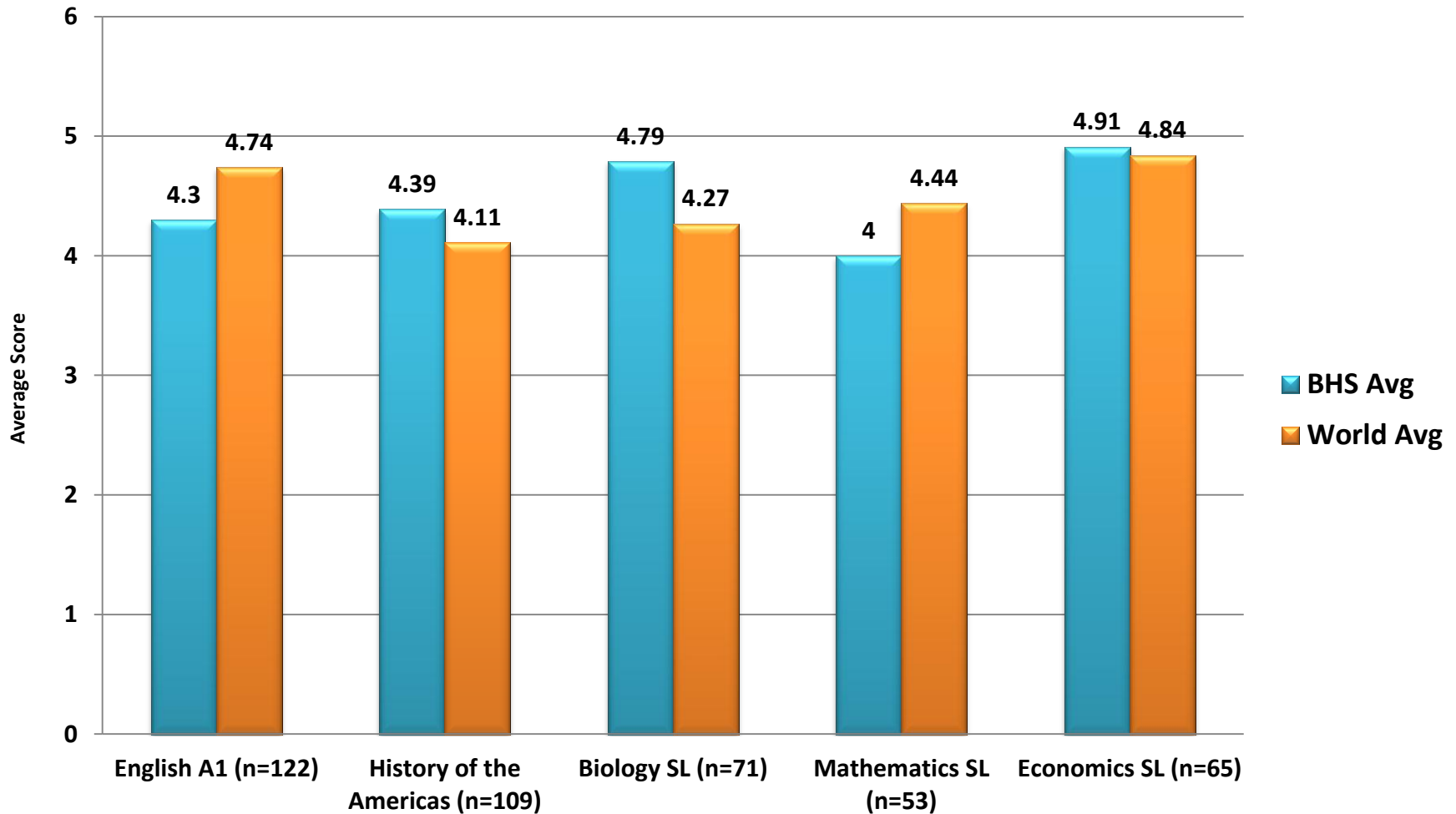
	BHS
African American	72 / 30%
Asian	41 / 60%
Latino	66 / 39%
White	202 / 71%

2011 BHS IB Exam

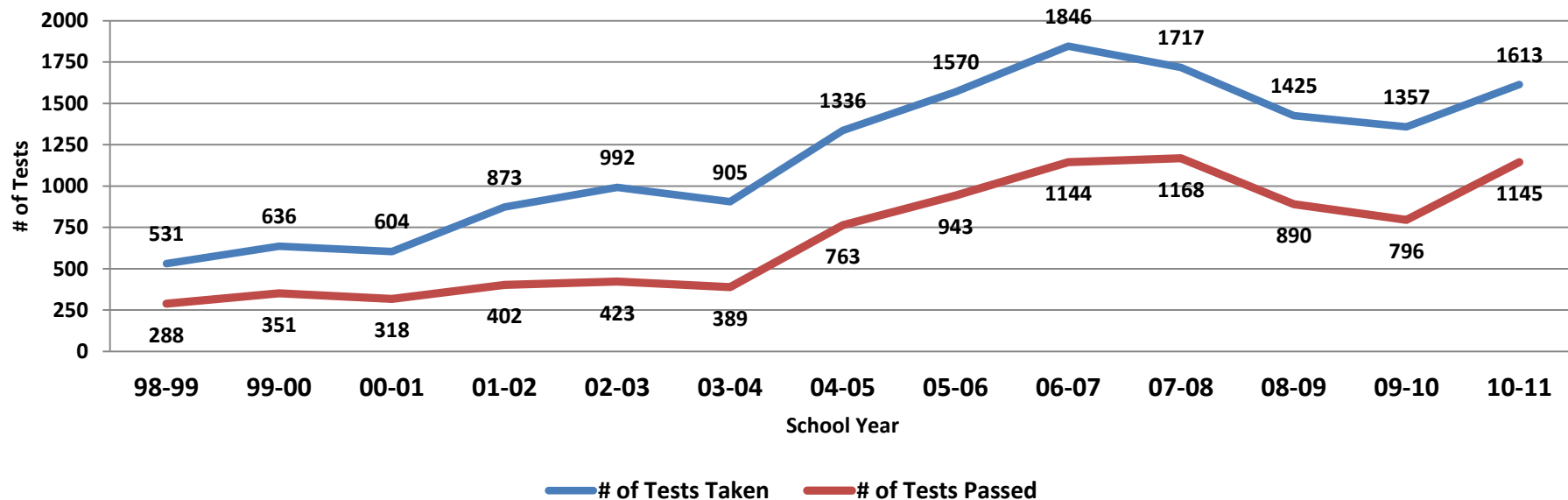
Demographic information

Year	Participants	African American	Asian	Latino	White/Other	Free/Reduced Lunch
2008/09	82	3.3%	11.3%	7.5%	76.2%	11.0%
2009/10	188	4.8%	10.6%	9.0%	75.5%	16.0%
2010/11	251	12.75%	11.15%	5.17%	70.90%	12.75%

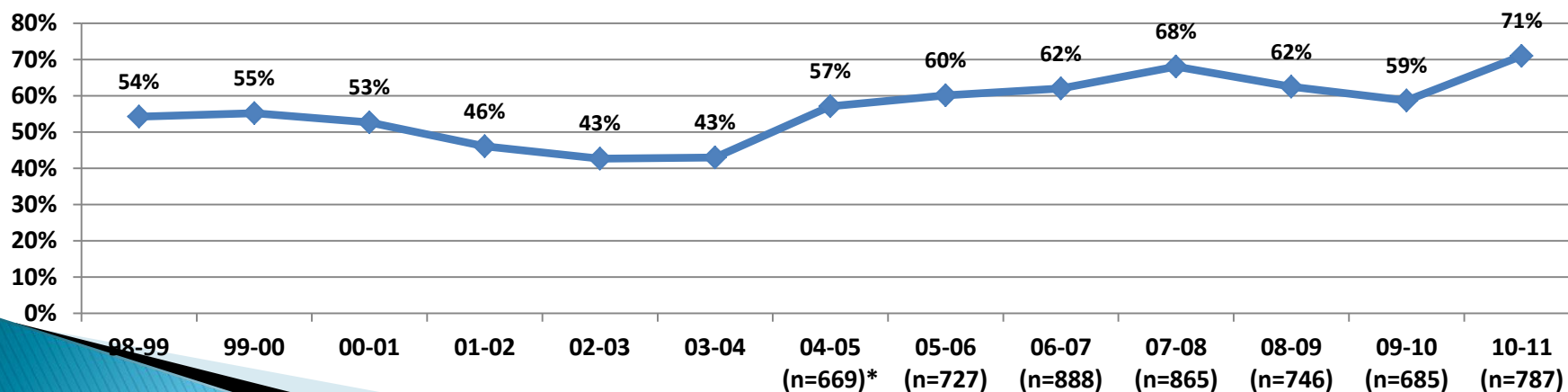
2011 BHS IB Exam Results – Major Exams



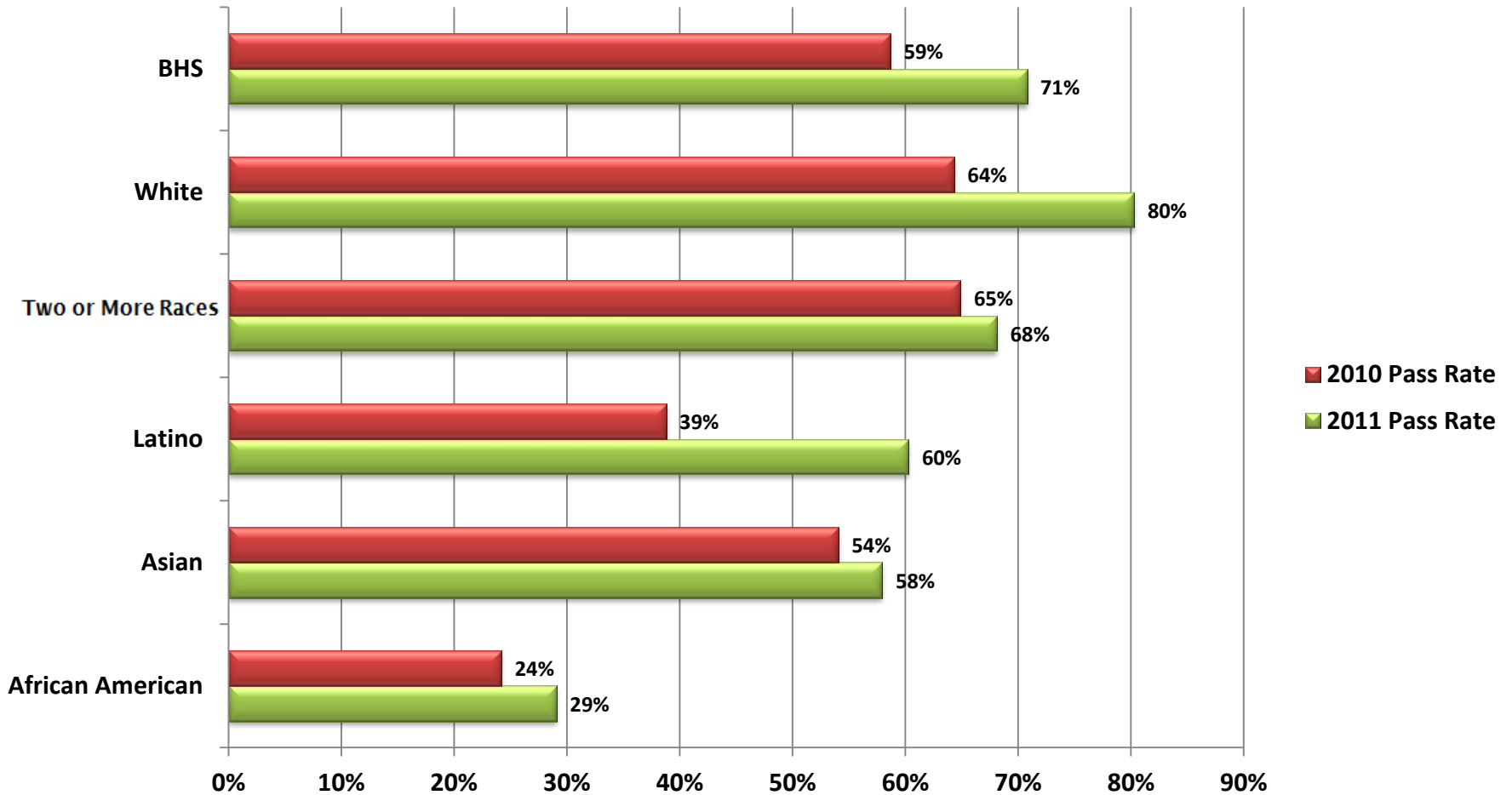
BHS AP Test-Taking and Scores Over Time – All Tests



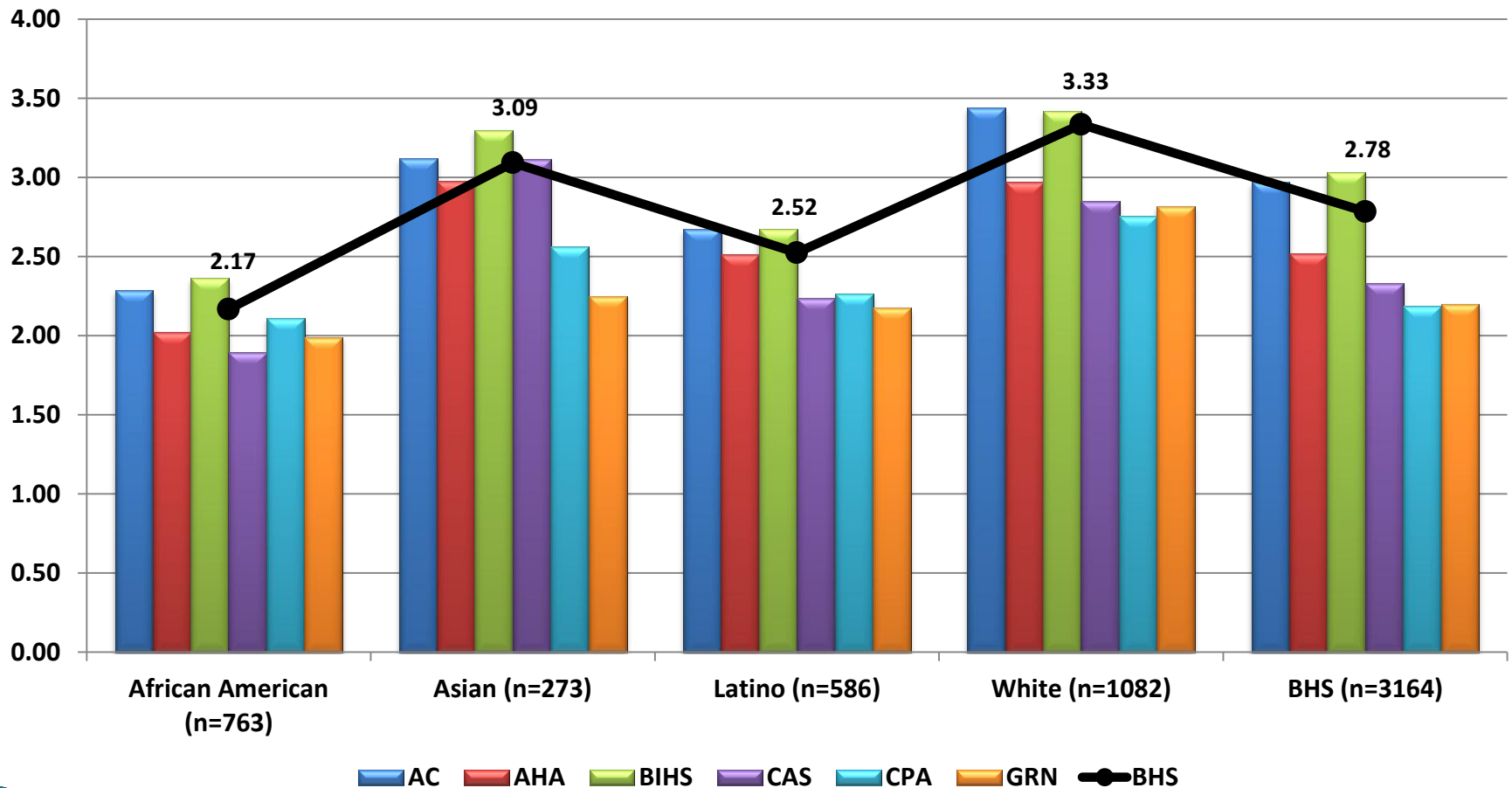
AP Tests Pass Rates Over Time



BHS 2011 AP Pass Rate by Ethnicity – All Tests



BHS Cumulative Avg. GPA for 2010–2011 SY by Learning Community and Ethnicity



Graduation Rate: BHS, BUSD, County and State

