

**BERKELEY UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**  
**2134 Martin Luther King Jr. Way**  
**Berkeley, CA 94704-1180**  
**Phone: (510) 644-6147 Fax (510) 540-5358**

**REGULAR MEETING OF THE BOARD OF EDUCATION – AGENDA**

**Wednesday, November 20, 2002**

Call to Order      The Presiding Officer will Call the Meeting to Order at 6:00 p.m. The Board will recess to Closed Session at 6:00 p.m. and reconvene in Public Session at 7:30 p.m.

Roll Call              President Shirley Issel                      Director Ted Schultz  
                                 Vice President Joaquin J. Rivera      Director John T. Selawsky  
                                 Director Terry S. Doran                  Student Director Andy Turner\*

Administration      Superintendent Michele Lawrence, Secretary

Prior to Closed Session (Government Code Sections 3540.1(d), 54956.9(a) and 54957) and Education Code Section 48918(c)—Board Conference Room

- a) Conference with Legal Counsel—Existing Litigation
- b) Consideration of Student Expulsion
- c) Collective Bargaining
- d) Public Employee Discipline/Dismissal/Release
- e) Public Employment Appointments
- f) Liability Claims
- g) Property Acquisition

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\*The Student Director does not attend Closed Session.

Report Closed  
Session Action                      Motion\_\_\_\_\_ Second\_\_\_\_\_ Vote\_\_\_\_\_

Approve Agenda                      Approve the Regular Meeting Agenda of November 20, 2002  
Motion\_\_\_\_\_ Second\_\_\_\_\_ Vote\_\_\_\_\_

**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  
Advisory Councils' Reports  
Superintendent's Report  
Board Members' Reports

**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.

<u>General Services</u>		Page
1.1-C Resolution of Appreciation for Outgoing Board Member Ted Schultz	<u>Board Members and Staff Recommendation:</u> Special Presentation and Approval of Resolution of Appreciation for Outgoing Board Member Ted Schultz Motion_____ Second_____ Vote_____	Separate document
1.2-C Contracting with a Community relations Consulting team	<u>Staff Recommendation:</u> Approve contracting services with the team of Caleb Dardick and Amy Resner to provide community relations support to the District. Motion_____ Second_____ Vote_____	1
<u>Human Resources</u>		
2.1-C Acceptance of Personnel Report	<u>Staff Recommendation:</u> Accept Personnel Report 03-09 as submitted. Motion_____ Second_____ Vote_____	3

<u>Business &amp; Operations</u>		Page
4.1-C Approval of Contracts/ Purchase Orders for Services Contracts	<u>Staff Recommendation:</u> Authorize the Associate Superintendent of Business and Operations or Purchasing Agent to execute Purchase Orders. Motion_____ Second_____ Vote_____	7
4.2-C Approve Listing of Warrants issued in October 2002	<u>Staff Recommendation:</u> Approve the monthly bill warrants list to vendors for services provided and goods received for October 2002. Motion_____ Second_____ Vote_____	11
4.3-C Receive and Approve Payroll payments made in October 2002	<u>Staff Recommendation:</u> Approve the monthly payroll payments made to employees for the month of October 2002. Motion_____ Second_____ Vote_____	14
4.4-C Resolution 02-41: Authorized Signatures	<u>Staff Recommendation:</u> Approve Resolution to add District authorized signers of checks issued from General Fund, Adult Fund, Cafeteria Funds, Child Development Fund, and Revolving Cash Fund Motion_____ Second_____ Vote_____	17
4.5-C Resolution 02-45: the Gann Limit Appropriation Computation	<u>Staff Recommendation:</u> Approve Resolution for a State Constitutional Initiative that was enacted in the early 1980's. It allows budget appropriations within the requirements of that law. The amendments to that Initiative allows for the compliance with the Gann Initiative to transfer from the local level to the State. Motion_____ Second_____ Vote_____	20
4.6-C Resolution 02-42: Acceptance of the Re-Roofing Project at 1720 Oregon Street	<u>Staff Recommendation:</u> Approve Resolution to accept completion of Re-Roofing Project at 1730 Oregon Street. Motion_____ Second_____ Vote_____	28

4.7-C Resolution 02-43: Acceptance of Boiler Replacement Project at John Muir School	<u>Staff Recommendation:</u> Approve Resolution to accept completion of Boiler Replacement at John Muir School Motion_____ Second_____ Vote_____	31
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4.8-C Resolution 02-44: Authorization to Award contract for repair of failing retaining wall at King Middle School	<u>Staff Recommendation:</u> Approve Resolution to award contract for Repair of Failing Retaining Wall at King Middle School Motion_____ Second_____ Vote_____	34
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**ACTION ITEMS**

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

Educational Services

2002/2003 Single Plan for Student Achievement for Longfellow Middle School	<u>Staff Recommendation:</u> Approve the Single Plan for Student Achievement for Longfellow Middle School Motion_____ Second_____ Vote_____	37
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Business and Operations

4.1-A Resolution 02-26: General Fund Cash Flow	<u>Staff Recommendation:</u> Approve Resolution to transfer fund balances from other General Fund accounts for the purposes of maintaining appropriate cash flow. Motion_____ Second_____ Vote_____	44
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## CONFERENCE

These items are submitted for advance planning and to assist the Board in establishing future agenda items. The Board may, however, take action on the following:

1.1-CF Second Reading of . REVISED Board Policies CEB and ABB: Role of the Superintendent and Role of the Board of Education	<u>Staff Recommendation:</u> Accept for Second Reading or Action	46
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## INFORMATION

These items are intended to keep the Board informed on various District business matters, which do not require formal action, by the Board.

### General Services

1.1-I Additional Analysis of BUSD Spring 2002 STAR Testing Results	<u>Staff Recommendation:</u> Review for information and discussion of testing data	53
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### Educational Services

3.1-I Report on the Implementation of César Chávez Resolution	<u>Staff Recommendation:</u> Adopt the César Chávez Resolution Implementation Plan	77
3.2-I Average Daily Attendance Summary and Monthly School Enrollment Project	<u>Staff Recommendation:</u> Receive for information and discussion of the average daily attendance summary and monthly school enrollment report.	82

**EXTENDED PUBLIC TESTIMONY**

Persons wishing to address the Board at this time should fill out a card located on the table by the door and submit the completed card to the Board Recorder. (Public Testimony is limited to a maximum of 30 minutes—3 minutes per speaker).

**ANNOUNCEMENT            Scheduled Board of Education Meetings for 2002:**

- November 20, 2002
- December 11, 2002
- December 18, 2002—Board Budget Study Session

**ADJOURNMENT            Time\_\_\_\_\_**

**Board of Education Meetings are broadcasted live on KPFB/FM 89.3  
Cable Television Channels 25 and Berkeley’s Government Access Channel 78**

**GUIDELINES FOR SPEAKERS**

You are invited to participate in the 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 (located on the side of the Speaker’s Stand)** and give it to the Board Recorder. Speakers will be selected by lottery. Your card must be submitted before the Presiding Officer calls for the item—**PUBLIC TESTIMONY**.

You will be called on speak by the Presiding Officer.

A speaker has three minutes in which to make his/her remarks. (The Presiding Officer will extend the time allocation for those with special speech needs.)

Any subject related to the District or its educational programs may be discussed at Board of Education Meetings **except matters pertaining to individual employees of the Berkeley Unified School District**. 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.

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**RESOLUTION MAKING MARCH 31<sup>ST</sup> CESAR ESTRADA CHAVEZ DAY  
(CONTINUED)**

**Implementation Plan**

*(Keyed to provisions of the Resolution)*

**OFFICIALLY support a school-based recognition of the life and legacy of Cesar E. Chavez, rather than a school holiday. Such an official recognition and celebration will involve the following:**

*Immediately designate a district administrator who will be responsible for implementing the components of this resolution, and who has the authority to do so. This person will give a progress report to the board prior to the winter break, and early in March 2003.*

**(1) Add Cesar Chavez Day to official district calendar (i.e., encouraging a School-based commemoration on March 31st).**

*(a) This should be immediately added to the district web site and all new publications prior to the winter break.*

*(b) Principals, particularly at elementary and middle school should be formally encouraged to hold a school-based commemoration on March 31st that will involve the entire school. Principals should be notified well before winter break, and should be further encouraged at principal meetings leading up to March 31st.*

**(2) Encourage teachers to incorporate the curricula into their lesson plans**

*(a) District will formally notify principals and teachers of the full content of this resolution well before the winter break.*

*(b) District will directly encourage teachers to incorporate lessons on Cesar Chavez into their lessons plans during the period March to June 2003. Teachers should be directly notified well before the winter break.*

**(3) Distribute curricula & resources developed by the state to teachers (see resources below).** (The Resources include the Chavez Learning Resource Kit and the California Federation of Teachers curriculum)



*(a) District will supply staff time and copying resources to ensure that a grade appropriate curriculum will be given to each elementary teacher in the district, and to History/social science teachers in the middle schools and high school. See (b) below for method.*

*(b) The district will supervise one or two UC Berkeley students (already recruited) to download the material for each grade level, to assemble it in packets to be duplicated and bound, and to distribute it in the most expeditious manner prior to winter break. Models for grade 4 and 5 have already been completed.*

*(note: one UCB student is working on this already...A senior, Sara Elena Santoyo)*

**(4) Explore the feasibility of developing a large district-wide and collaborative Chavez-based service learning effort for the 2003-2004 and 2004-2005 school years (and apply to the Governor's Office on Service and Volunteerism to carry out such an effort). This will engage students in service to their community minimally on March 31st, or on or near that date as specified by the State (the State's recommended way of best honoring the life and legacy of Cesar Chavez).**

*Notify Board and community how it will explore and carry out this service learning effort by Cesar Chavez's birthday, March 31, 2003. (funding deadline will be in October 2003)*

**(5) Support existing community-based efforts to celebrate Chavez in district**

**THE FOLLOWING RESOURCES ARE AVAILABLE:**

**\_ Chavez Learning Resource Kit**

Over the last two years the Chavez Circle of Service Partnership, under the guidance of the Cesar Chavez Memorial Solar Calendar Project, has placed a "Kit" in 9 schools. The kit currently contains.....

- \_ a selection of curricula for some grade levels (not the state approved ones BELOW)
- \_ a video (Common Man, Uncommon Vision) or (Fight In The Fields)
- \_ posters/bookmarks
- \_ a tool kit for developing service learning projects

## **\_ California Federation of Teachers Curriculum**

A curriculum developed by the California Federation of Teachers is also available. The CFT (A Chavez Circle of Service partner) has utilized this curriculum to train approximately 30 teachers in Berkeley over the last two years. The curriculum also has a service-learning component.

**\_ A State Approved curriculum for each grade level on Cesar Chavez. Click on any below for general overview or for specific curricula for each grade level.**

<http://chavez.scientech.com/Teachers/>

Specific Curricula for:

Grades K-3: [http://chavez.scientech.com/Teachers/Lessons\\_K-3.htm](http://chavez.scientech.com/Teachers/Lessons_K-3.htm)

4-6: [http://chavez.scientech.com/Teachers/Lessons\\_4-6.htm](http://chavez.scientech.com/Teachers/Lessons_4-6.htm)

7-9: [http://chavez.scientech.com/Teachers/Lessons\\_7-9.htm](http://chavez.scientech.com/Teachers/Lessons_7-9.htm)

10-12: [http://chavez.scientech.com/Teachers/Lessons\\_10-12.htm](http://chavez.scientech.com/Teachers/Lessons_10-12.htm)

## **\_ Video and audio resources**

<http://chavez.scientech.com:8080/research>

## **\_ Chavez biography in Spanish and English**

Grade 4 - 6 Biography  
[http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Biographical\\_Sketch\\_4thGrd.htm](http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Biographical_Sketch_4thGrd.htm)

Grade 7-9 Biography  
[http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Middle\\_Level\\_Biography.htm](http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Middle_Level_Biography.htm)

Grade 10-12 Biography  
[http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/High\\_School\\_Biography.htm](http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/High_School_Biography.htm)

Biography in Spanish  
[http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Middle\\_Level\\_Biography\\_ES.htm](http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Middle_Level_Biography_ES.htm)



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Board of Education  
**FROM:** Michele Lawrence, Superintendent  
**DATE:** November 20, 2002  
**RE:** Retention of a Consulting Team to Support the District's Public Processes

### **BACKGROUND INFORMATION:**

In the coming months, the District intends to engage in significant public processes: districtwide goal setting; reexamination of the school assignment policies, budget development and reductions; the facilities construction and use programs, and continued planning work of the many Board Committees.

There has been already substantial engagement of citizens in research and development of recommendations for Board action in some of these areas. However, it is necessary and challenging for the district to continue and to expand these community processes in order to reach community consensus in these important areas. Thus, additional personnel are needed to bring this work of the staff and committees to a productive conclusion.

Although the administration is proceeding through the regular Merit System process to hire a Public Information Officer and expects to be able to conclude that process within the next month, none of the eligible candidates will be available until the first of the year, with additional time needed for orientation to the specific requirements of that position. Further, due to the extended period during which the district has been without a Public Information Officer, there is a substantive "backlog" of public information work to be produced which must be among the first assignments of the PIO.

It is thus proposed that a team of experienced community relations consultants be retained to assist the Board, Superintendent and staff to facilitate and support the public processes to which we are committed. This team, Caleb Dardick and Amy Resner, are accomplished community relations consultants with a knowledge of the policies, practices and key personnel of the City of Berkeley and the University of California as well as of the School District. Their background and prior experience in these Berkeley agencies enables them to be immediately productive to the district by facilitating community meetings, providing background research of relevant issues and disseminating information to the community in various formats, thus accomplishing the Board's goals to more effectively reach out to all segments of the community to engage them in renewal of our schools.

### **POLICY/CODE:**

Public Contract Code: 20111  
Board Policy: DJED

**FISCAL IMPACT:**

Funding would be from salary savings of FY 2002 in the restricted BSEP account for public information services.

**STAFF RECOMMENDATION:**

Approve contracting services with the team of Caleb Dardick and Amy Resner to provide community relations support to the district as scheduled, for an amount not to exceed \$40,000.

TO: Michele Lawrence Superintendent  
 FROM: David A. Gomez, Ph.D.  
 Associate Superintendent Human Resources  
 DATE: November 20, 2002  
 SUBJECT: ACCEPTANCE OF PERSONNEL REPORT 03-09

Following is Personnel Report 03-09, which reports details of personnel assignments employment and terminations.

<b>CERTIFICATED EMPLOYEES</b>						
<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>BUDGET</b>	<b>FTE &amp; SALARY</b>	<b>FROM</b>	<b>TO</b>
<b><u>RESIGNATION</u></b>						
Tracy Gable	Teacher	Berkeley High			10/25/02	
<b><u>RESCISSION OF LEAVE OF ABSENCE</u></b>						
Roseann Santz Cruz	Teacher	Thousand Oaks	N/A	.50 FTE	8/26/02	6/13/03
<b><u>LEAVE OF ABSENCE WITHOUT PAY</u></b>						
Michael Abadi	Teacher	Special Education	N/A	1.00 FTE	12/9/02	6/13/03
Donna Suzuki	Teacher	John Muir	N/A	.20 FTE	10/9/02	6/13/03
<b><u>MATERNITY LEAVE:</u></b>						
Elizabeth Kim	Teacher	King	General Fund	.80 FTE	11/28/02	4/30/03
Bhipinder Virk	Teacher	Willard	General Fund	1.0 FTE	1/20/03	5/9/03
<b><u>EXTRA DUTY</u></b>						
Kate Aughenbaugh	Teacher (After School Tutorials)	King	BFT	\$25.00/hr (Not to exceed 8 hrs)	8/2/02	6/13/03
Julie Bowers	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Lara Brimhall	Teacher (After School Tutorials)	King	Site Fund	\$26.71/hr/ 3hrs/wk (Not to exceed \$2,403.90)	9/2/02	6/13/03
Lara Brimhall	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Kristin Collins	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Mark Delepine	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Victoria Edwards	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Akemi Hamai	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>BUDGET</b>	<b>FTE &amp; SALARY</b>	<b>FROM</b>	<b>TO</b>
Martha Hoppe	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980)	8/28/02	6/13/03
Geeta Makhija	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980)	8/28/02	6/13/03
Frank Martin	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Anthony Mason	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Betty Merritt	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Amy Masuda	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Alison Suett-Nakasako	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Josh Rosen	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Mary Sonnenberg	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Leslis Stenger	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Ada Wada	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
Elizabeth Wihr	Lunch Duty	King	BSEP	\$26.71/hr (Not to exceed \$1,980 )	8/28/02	6/13/03
<b><u>STIPEND</u></b>						
James Vana	Teacher	Willard	Site Fund	\$1500 for SST Chair	9/1/01	6/14/02

**CLASSIFIED EMPLOYEES**

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>BUDGET</b>	<b>CLASS RANGE STEP</b>	<b>FTE &amp; SALARY</b>	<b>FROM</b>	<b>TO</b>
<b><u>RETIREMENT</u></b>							
Luanne Mary Rogers	Accounting Technician	Special Education				11/30/02	
<b><u>PERMANENT EMPLOYEES</u></b>							
Chris Nakao	Instructional Specialist (Nutrition Network)	Oxford	Categorical	51/2	.40 FTE \$22.02/hr	8/30/02	6/15/03
Morris Norrise	School Service Assistant	Jefferson	Site Fund	31/1	.67 FTE \$12.77/hr	10/6/02	6/13/03
<b><u>PROBATIONARY</u></b>							
Rasheedah S. Mwongozi	Instructional Specialist (Extended Day Program)	Longfellow	Categorical	34/1	.40 FTE \$13.76/hr	10/22/02	4/22/02
Dylan Retzinger	Instructional Technician (After School)	John Muir	Categorical	34/1	.53 FTE \$13.76/hr	9/1/02	3/1/03
<b><u>TEMPORARY/HOURLY</u></b>							
Charles Clear	Student Worker	Berkeley Community Theater	Site Fund	N/A	Not to exceed \$3,000 \$6.75/hr	9/1/02	6/13/03
Jonah H. Cohn	Student Worker	Berkeley Community Theater	Site Fund	N/A	Not to exceed \$3,000 \$6.75/hr	9/1/02	6/13/03
Maggie Fielden	Student Worker	Berkeley Community Theater	Site Fund	N/A	Not to exceed \$3,000 \$6.75/hr	9/1/02	6/13/03
Plinio Hernandez	Specialty Tutor (ELL)	Berkeley High	Categorical	31/1	Not to exceed \$3,000 \$12.77/hr	10/1/02	6/13/03
Tracy Law	Specialty Tutor (ELL)	Berkeley High	Categorical	31/1	Not to exceed \$3,000 \$12.77/hr	10/1/02	6/13/03
Ethel Wiley	Instructional Assistant (Literacy Prog.)	Hopkins Preschool	BSEP	31/1	1.5 hrs/day \$12.77/hr	9/20/02	6/13/03



<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>BUDGET</b>	<b>CLASS RANGE STEP</b>	<b>FTE &amp; SALARY</b>	<b>FROM</b>	<b>TO</b>
Gloria Woodson	Noon Supervisor	King	Site Fund	N/A	7.5hrs/wk \$11.45/hr	8/28/02	6/13/03
<b><u>TRANSFER</u></b>							
Kathryn Dejean	Instructional Technician (After School)	John Muir	Categorical	34/1	.53 FTE \$13.76/hr	10/21/02	6/13/03
<b><u>STIPEND</u></b>							
Douglas Sanders	Coach (Football)	Martin Luther King	BSEP	N/A	\$600 for season	9/9/02	10/10/03



**BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Jerry J. Kurr  
Associate Superintendent of Business and Operations  
**DATE:** November 20, 2002  
**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.

1. Center for Art in Translation to provide services in Poetry Inside Out. Student writing in two way immersion classes grades 2-5, with emphasis on Spanish-English translation-anthology of student poetry. To be produced and taught by instructor John O. Simon at a rate of \$60 per hour. The cost will not exceed \$3,600. To be paid from SIP and FLLP Grant at Rosa Parks School. Requested by Shirley Herrera.
2. Sandra Horwich will assist the TLTC Project, in the development and writing of final products and reports as per the original proposal and supplemental agreements with the Federal Government. The cost will not exceed \$2,000. To be paid from TLTC Grant. Requested by Chris Lim.
3. Copy World to provide copy services for the 2002/2003 school year. The cost will not exceed \$5000. To be paid from General Fund Educational Services Budget. Requested by Chris Lim.
4. Carly Callsen to provide services reconciling QSS position control at a rate of \$55 per hour plus mileage and parking for the period November 1, 2002 to December 31, 2002. The cost will not exceed \$8,250. To be paid from General Fund Fiscal Services Budget. Requested by Song Chin-Bendid.
5. Berkeley Electric Inc., to install power for kiln in storage room at Thousand Oaks. The cost will not exceed \$1,646.50. To be paid from Magnet Grant. Requested by Jesse Ramos.

6. State of California Department of Justice to provide fingerprints services for the 2002/2003 school year. The cost will not exceed \$10,000. To be paid from General Fund Human Resources Budget. Requested by David Gomez.
7. Kinko to furnish printing services as required by State and Federal Programs for the period October 29, 2002 through June 30, 2003. The cost will not exceed \$3,000. To be paid from Title I Budget. Requested by Carla Basom.
8. Increase of contract for Jocelyn Mitchelmore to provide consultant services for project "G.L.A.D. Additional twelve days teacher training that includes theory and classroom demonstrations. Board approval in the amount of \$7,156 on October 16, 2002. The additional time required increased the cost by \$12,324 for a total amount of \$19,480. To be paid from SIP and Title I Budgets. Requested by Carla Basom.
9. Increase of contract for Kellie Richardson to provide consultant services for project "G.L.A.D". Additional twelve-day teacher training that includes theory and classroom demonstrations. Board approval in the amount of \$7,321.60 on October 16, 2002. The additional time required increased the cost by \$12,492.48 for a total amount of \$19,814.08. To be paid from SIP and Title I Budgets. Requested by Carla Basom.
10. The Business Office Company to provide transcription services for Facilities Maintenance and Security Advisory Committee meetings minutes. as needed for the 2002/2003 FY. The cost will not exceed \$500. To be paid from General Fund Maintenance Budget. Requested by Rhonda Bacot.
11. Valley Truck Tractor to provide maintenance for John Deere tractor mover as needed for the 2002/2003 FY. The cost will not exceed \$500. To be paid from Measure BB Budget. Requested by Rhonda Bacot.
12. American Eagle Enterprises to provide maintenance repair service on Dohahue Gym bleachers. One year service warranty when repairs are complete. The cost will not exceed \$3,250. To be paid from Measure BB. Requested by Rhonda Bacot.
13. U C Berkeley to provide work-study tutors at the Berkeley High School for the 2002/2003 school year. The cost will not exceed \$500. To be paid from BSEP Budget. Requested by Gabriel McCurtis.

14. UC Berkeley to provide the UC Extension California Professional Internship (CAL PIP) for teaching interns for the 2002/2003 school year. The cost will not exceed \$128,525. To be paid from California Commission on Teacher Credentialing, Teacher Alternative Certification Program Grant. Requested by David Gomez.
15. Michael A. Camigi to provide Assistant Inspector of Record services for the New Buildings at Berkeley School. The cost will not exceed \$7,000. To be paid from Measure A Budget. Requested by Jerry Kurr.
16. Miles Refrigerator to provide repair services for refrigerators and freezers for the 2002/2003 school year. The cost will not exceed \$3,000. To be paid from Nutrition Services Budget. Requested by Karen Candito.
17. Thermal Mechanical to provide repair services at Rosa Parks and Longfellow Schools on Delta Control Energy Management Systems. The cost will not exceed \$2,500. To be paid from Measure BB Budget. Requested by Rhonda Bacot.
18. John Bennett to provide ACM testing of roof sample for asbestos at 1720 Oregon Street. The cost will not exceed \$320. To be paid from Measure A. Requested by Jerry Kurr.
19. Division of the State Architect to be paid fees for structural safety and access compliance review for the alterations to Boiler/Mechanical work at Jefferson School. Original fee was based on an estimated cost of \$370,000 for the project. The actual cost including change order was \$448,756. The cost for fees will not exceed \$708.82. To be paid from Measure A. Requested by Jerry Kurr.
20. Sanjuana Cavazos to provide written translations in Spanish for the period September 2002 through June 20, 2003. The cost will not exceed \$1,000. To be paid from Thousand Oaks Magnet School Budget. Requested by Jesse Ramos.
21. Annette La Rue to provide Art Modeling for 1 session for a total of 13 hours. The cost will not exceed \$494. To be paid from Thousand Oaks Magnet School Budget. Requested by Jesse Ramos.

22. Susan Aragon to provide Art Modeling classes for 5 sessions for a total of 150 hours for the period October 15, 2002 through June 30, 2003. The cost will not exceed \$5,700. To be paid from Thousand Oaks Magnet School Budget. Requested by Jesse Ramos.
23. Jeanmarie Hulaj to provide Art Modeling classes for 5 sessions for a total of 150 hours for the period October 15, 2002 through June 30, 2003. The cost will not exceed \$5,700. To be paid from Thousand Oaks Magnet School Budget. Requested by Jesse Ramos.
24. Bay Area Land Surveying to prepare Topo Survey Map including visible utility structures, and underground utility marking for the Jefferson School. The cost will not exceed \$8,780. To be paid from Measure A Budget. Requested by Jerry Kurr.
25. Gilbert Associates, Inc. to provide Auditing services for the 2001-2002 FY. The cost will not exceed \$80,000. To be paid from the General Fund Fiscal Services Budget. Requested by Song Chin-Bendid.

**FISCAL IMPACT**

As indicated

**POLICY/CODE**

Public Contract Code: 20111

Board Policy: DJED

**STAFF RECOMMENDATION**

Approve the contracts with Consultants or Independent Contractors as submitted.



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Jerry J. Kurr, Associate Superintendent of Business and Operations  
**DATE:** November 20, 2002  
**SUBJECT:** Authorized Signatures

### **BACKGROUND INFORMATION**

California Education Code requires that the Board approve, for identification, all individuals authorized to sign checks in behalf of the District, issued from General Fund, Adult Education Fund, Cafeteria Fund, Child Development Fund, and Revolving Cash Fund.

This resolution will add Neil Smith, Director Curriculum, Instruction and Staff Development; Pat Calvert, Manager, Certificated Personnel; Tina Brier, Director, Classified Personnel as authorized signers of checks issued from the funds specified above.

### **POLICY/CODE**

Educational Code 42650.

### **FISCAL IMPACT**

None

### **STAFF RECOMMENDATION**

Approve Resolution 02-41



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Jerry J. Kurr, Associate Superintendent of Business and Operations  
**DATE:** November 20, 2002  
**SUBJECT:** Authorized Signatures

### **BACKGROUND INFORMATION**

California Education Code requires that the Board approve, for identification, all individuals authorized to sign checks in behalf of the District, issued from General Fund, Adult Education Fund, Cafeteria Fund, Child Development Fund, and Revolving Cash Fund.

This resolution will add Neil Smith, Director Curriculum, Instruction and Staff Development; Pat Calvert, Manager, Certificated Personnel; Tina Brier, Director, Classified Personnel as authorized signers of checks issued from the funds specified above.

### **POLICY/CODE**

Educational Code 42650.

### **FISCAL IMPACT**

None

### **STAFF RECOMMENDATION**

Approve Resolution 02-41

**BERKELEY UNIFIED SCHOOL DISTRICT**  
Board of Education  
RESOLUTION NO. 02-45

**RESOLUTION FOR ADOPTING THE "GANN" LIMIT**

(Normal, no increase to Limit pursuant to G.C. 7902.1 [nothing on line K {COE LINE P}])

**WHEREAS**, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

**WHEREAS**, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

**WHEREAS**, the District must establish a revised Gann limit for the 2001-02 fiscal year and a projected Gann Limit for the 2002-03 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the Berkeley Unified School District does provide public notice that the attached calculations and documentation of the Gann limits for the 2001-02 and 2002-03 fiscal years are made in accord with applicable constitutional and statutory law;

**AND BE IT FURTHER RESOLVED THAT THIS** Board does hereby declare that the appropriations in the Budget for the 2001-02 and 2001-02 fiscal years do not exceed the limitations imposed by Proposition 4;

**AND BE IT FURTHER RESOLVED** that the Superintendent provide copies of this resolution along with the appropriate attachments to interested citizens of the District.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this 20<sup>th</sup> day of November, 2002.

AYES:

NOES:

ABSENT:

ABSTAIN:

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Michele Lawrence,  
Secretary of the Board of Education  
Of the City of Berkeley and of Berkeley Unified  
School District of Alameda County, State of California

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Jerry J. Kurr, Associate Superintendent of Business and Operations  
**DATE:** November 20, 2002  
**SUBJECT:** Acceptance of the Roofing Project at 1720 Oregon Street building

### **BACKGROUND INFORMATION**

State Roofing Systems, Inc. was the company that replaced the roof at 1720 Oregon Street building. The contractor has successfully completed all his work.

Approval of the project will permit the posting of a Notice of Completion and will allow the contractor to be paid the final ten percent of the project and will limit the rights of any subcontractors to file liens on the District for this project.

### **POLICY/CODE**

California Public Contract Code 20110 - 20118.

### **FISCAL IMPACT**

There are no new fiscal impacts. The project was funded in the deferred maintenance budget.

### **STAFF RECOMMENDATION**

Accept the project as complete.

**B E R K E L E Y U N I F I E D S C H O O L D I S T R I C T**

**RESOLUTION NO. 02-42**

**AUTHORIZATION TO ACCEPT COMPLETION of the Re-ROOFING  
PROJECT at 1720 OREGON STREET BUILDING**

WHEREAS, **STATE ROOFING SYSTEMS, INC.**, a contractor licensed and Existing under and by virtue of the laws of the State of California, and having offices at 15444 Hesperian Blvd, San Leandro, California, entered into a contract dated **26th day of July, 2002**, with Berkeley Unified School District of Alameda County, State of California to secure all labor, materials, mechanical workership, transportation, equipment and services necessary for the Berkeley High School Re-Roofing Project and

WHEREAS, Project Construction manager employed by this Board to prepare plans and specifications and to supervise the work has certified in writing to the Board that said contractor has completed the work of said contract in workerlike and satisfactory manner as of **November 20, 2002** and that warrant period begin on this date for this work.

NOW, THEREFORE, BE IT RESOLVED that said written certification of said Supervisor's recommending the acceptance of the work listed above of said contract be and the same is hereby approved and adopted and said work of said contract be same is hereby accepted.

PASSED AND ADOPTED by Board of Education of the Berkeley Unified School District this 20th day of November, 2002.

AYES:

NOES:

ABSENT:

ABSTAIN:

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Michele Lawrence, Superintendent  
Secretary of the Board of Education  
Of the City of Berkeley and of  
Berkeley Unified School District of  
Alameda County, State of California

Public Contract Code: 20111  
Education Code: 39657  
Board Policy: DJED

**B E R K E L E Y U N I F I E D S C H O O L D I S T R I C T**

**RESOLUTION NO. 02-46**

**BUDGET TRANSFER OF FUNDS**

**WHEREAS**, the Board of Trustees of the Berkeley Unified School District has determined that there may be insufficient cash to meet current obligations; and

**WHEREAS**, Education Code Section 42603 permits the Governing Board of any school district to direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds and shall not be available for appropriatio or be considered income to the borrowing fund.

**NOW, THEREFORE, BE IT RESOLVED** that in accordance with Education Code Section 42603, monies may be transferred between funds of the district and repaid in accordance with Education Code Section 42603.

**PASSED AND ADOPED** by the Governing Board of the Berkeley Unified School District on this 20<sup>th</sup> day of November 2002 , by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

---

Michele Lawrence,  
Secretary of the Board of Education  
Of the City of Berkeley and of the  
Berkeley Unified School District of  
Alameda County, State of California

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Jerry J. Kurr, Associate Superintendent of Business and Operations  
**DATE:** November 20, 2002  
**SUBJECT:** Acceptance of the Boiler Replacement Project at John Muir School

### **BACKGROUND INFORMATION**

Younger Wunar, Inc. was the company that replaced the boiler at John Muir School. The contractor has successfully completed all of his work.

Approval of the project will permit the posting of a Notice of Completion and will allow the contractor to be paid the final ten percent of the project and will limit the rights of any subcontractors to file liens on the District for this project.

### **POLICY/CODE**

California Public Contract Code 20110 - 20118.

### **FISCAL IMPACT**

There are no new fiscal impacts. The project was funded in the deferred maintenance budget.

### **STAFF RECOMMENDATION**

Accept the project as complete.



**BERKELEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION No. 02-43**

**AUTHORIZATION TO ACCEPT COMPLETION of the BOILER  
REPLACEMENT PROJECT at JOHN MUIR SCHOOL**

WHEREAS, **YOUNGER WUNAR, INC.**, a contractor licensed and exiting under and by virtue of the laws of the State of California, and having offices at 2107 Kearney Street, El Cerrito, CA enter into a contract dated **4<sup>th</sup> June, 2002**, with Berkeley Unified School District of Alameda County, State of California to secure all labor, materials mechanical workership, transportation, equipment and services necessary for the Boiler Replacement Project at John Muir School and

WHEREAS, Project Construction manager employed by this Board to prepare plans and specifications and to supervise the work has certified in writing to the Board that said contract has completed the work of said contract in workerlike and satisfactory manner as of **November 20, 2002** and that warrant period begin on this date for this work.

NOW, THEREFORE BE IT RESOLVED that said written certification of said Supervisor's recommending the acceptance of the work listed above of said contract be and the same is hereby approved and adopted, and said work of said contract be same is hereby accepted.

PASSED AND ADOPTED by Board of Education of the Berkeley Unified School District this 20<sup>th</sup> day of November, 2002.

AYES:

NOES:

ABSENT:

ABSTAIN:

---

Michele Lawrence, Superintendent  
Secretary of the Board of Education

Of the City of Berkeley and of  
Berkeley Unified School District of  
Alameda County, State of California

Public Contract Code: 20111  
Education Code: 39657  
Board Policy DJED

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Board of Education  
**FROM:** Michele Lawrence, Superintendent  
**DATE:** November 20, 2002  
**SUBJECT:** Authorization to Award Bid for Repair of failing Retaining Walls at King Middle School Garden Portable.

## BACKGROUND

On October 16, 2002 three (3) bids were picked up and on November 7, 2002 three (3) bids were received. The bid was analyzed by the Purchasing Manager, and Director of Maintenance, considering compliance with specifications and price. Based on this analysis, **Younger-Wunar, Inc.** was recommended as the lowest responsible bidder.

<u>Bidder</u>	<u>Bid Price</u>
<b>Younger-Wunar, Inc.,</b>	<b>\$44,220</b>
De Jani Construction	88,000
Art of Industry	94,000

## POLICY/CODE

Public Contract Code: 20111  
Education Code: 39657  
Board Policy: DJED

## FISCAL IMPACT

The budget for 2002/2003 is \$44,220 to be funded from Measure BB.

## STAFF RECOMMENDATION

It is recommended that the Board award the contract for Repair of failing Retaining Walls at King Middle School Garden Portable Compactors to **Younger-Wunar, Inc.**, for the period July 1, 2002 through June 30, 2003.

BERKELEY UNIFIED SCHOOL DISTRICT

**RESOLUTION NO. 02-44**

**WHEREAS**, the Board authorized advertisement for the purpose of bidding the Repair of Failing Retaining Walls at King Middle School Garden Portable on October 16, 2002 and bid opening date to be November 7, 2002. Three bids were picked up and three bids were received.

**WHEREAS**, the Board as heretofore on October 16, 2002 adopted Resolution No. 02-39 for the Repair of Failing Retaining Walls at King Middle School Garden Portable, as more fully described in the specification of Bid Schedule No. 2276.

**WHEREAS**, the following bid was received on November 7, 2002.

<u>Contractor</u>	<u>Base Bid</u>
<b>Younger-Wunar, Inc.,</b>	<b>\$44,220</b>
De Jani Construction	88,000
Art of Industry	94,000

**RESOLUTION**

**NOW, THEREFORE BE IT RESOLVED**, that the bid of Younger-Wunar, Inc., in the amount of \$44,220.00 be and the same hereby accepted; and the Associate Superintendent, Business and Operations and/or Purchasing Manager of the Board be and they are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this 20th day of November 2002.

AYES:

NOES:

ABSENT:

ABSTAN:

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Michele Lawrence, Superintendent  
Secretary of the Board of Education  
Of the City of Berkeley and of Berkeley  
Unified School District of Alameda  
County, State of California

Public Contract Code: 20111  
Education Code: 39657  
Board Policy: DJED

**B E R K E L E Y U N I F I E D S C H O O L D I S T R I C T**

**RESOLUTION NO. 02-46**

**BUDGET TRANSFER OF FUNDS**

**WHEREAS**, the Board of Trustees of the Berkeley Unified School District has determined that there may be insufficient cash to meet current obligations; and

**WHEREAS**, Education Code Section 42603 permits the Governing Board of any school district to direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds and shall not be available for appropriation or be considered income to the borrowing fund.

**NOW, THEREFORE, BE IT RESOLVED** that in accordance with Education Code Section 42603, monies may be transferred between funds of the district and repaid in accordance with Education Code Section 42603.

**PASSED AND ADOPED** by the Governing Board of the Berkeley Unified School District on this 20<sup>th</sup> day of November 2002 , by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

---

Michele Lawrence,  
Secretary of the Board of Education  
Of the City of Berkeley and of the  
Berkeley Unified School District of  
Alameda County, State of California

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Jerry J. Kurr, Associate Superintendent of Business and Operations  
**DATE:** November 20, 2002  
**SUBJECT:** Temporary Transfer of Available Fund Balances for Cash Flow Purposes

### **BACKGROUND INFORMATION**

Property Tax Proceeds are a significant amount of revenues that fund District operations. Large portions of these proceeds are distributed to the District following the collection deadlines of December 10<sup>th</sup> and April 10<sup>th</sup> of each year. Because of this, the District in the past has experienced a shortage of cash in the months of November and December.

The attached Resolution Number 02-46 would allow the District, if necessary, the ability to transfer available dollars from other Funds of the District to the General Fund. This would provide for cash to cover month ending payrolls until the Property Tax Proceeds are received. This borrowing from other Funds may not exceed 120 days.

### **POLICY/CODE**

California Education Code 42603

### **FISCAL IMPACT**

No additional cost to the District

### **STAFF RECOMMENDATION**

Approve Resolution No. 02-46 for the temporary borrowing of balances from one fund to another.

**BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Board of Directors  
**FROM:** Michele Lawrence, Superintendent  
**DATE:** November 20, 2002  
**SUBJECT:** Second Reading of REVISED Board Policies CEB and ABB:  
Role of the Superintendent and Role of the Board of Education

**BACKGROUND INFORMATION**

During the past year the Board and Superintendent have discussed the importance of clarifying roles for the purpose of accountability and the health of long-term relationship between a Board, the Superintendent and the community.

During evaluation sessions the Board and Superintendent agreed to develop a set of policies, which would more specifically define their working relationship as well as duties and responsibilities.

Presented for Second Reading, or approval, is the final version of the policies that have been mutually developed.

**POLICY/CODE**

Board Policies CEB and ABB  
Education Code: 35034 and 36160

**FISCAL IMPACT**

None

**STAFF RECOMMENDATION**

Accept for Second Reading or action.



## **Board Policy**

### **Administration**

#### **ROLE OF THE DISTRICT SUPERINTENDENT**

The district superintendent is the chief executive officer of the governing board and shall assume total responsibility, under the governing board, to manage and direct all affairs of the school district, including general control of all certificated and classified employees of the district. In addition to specific powers and duties which may be assigned to the superintendent elsewhere in the laws and the regulations of the state board of education, the superintendent shall have the additional powers and duties stated in Education Code Section 35035.

The execution of all decisions made by the governing board concerning the internal operations of the school system is delegated to the superintendent.

The superintendent must play a key role in the collective negotiation process, but without normally becoming involved in direct negotiation. The superintendent shall work closely with the governing board and its chief negotiator providing leadership for them as well. (cf.9141)

The responsibilities of the superintendent shall include but not be limited to the following:

The Superintendent:

1. Will consider all practices and recommendations based on the best interest of the students we serve.
2. Shall serve as secretary to the Board and is the executive officer of the Board. The Superintendent shall be charged with the responsibilities for implementing the policies of the Board.
3. Acts as an advisor to the Board and recommends a course of action after presenting pros and cons on all issues presented to the superintendent by the Board.
4. Recommends for employment all certificated and classified employees.
5. After discussion with the Board, makes personnel assignments, reassignments, and transfers in the best interest of the educational program.

**Administration**

**ROLE OF THE DISTRICT SUPERINTENDENT**

6. Serves as the Board's representative in cooperative undertakings with other community agencies and is charged with the responsibility of maintaining both within and outside the school system a program of public information designed to improve understanding of school policies and programs.
7. May delegate to other staff members any of the powers and duties that the Board has entrusted to the office, but in every instance that a power or duty is delegated, the superintendent shall continue to be responsible to the Board for the execution of the power or duty delegated.
8. Will keep the Board informed of all significant administrative decisions.
9. Will avoid surprises to the Board at Board meetings.
10. Will respect the opinion of Board Members, the staff, and community members.
11. Will treat each Board member, the staff, and community member with dignity and respect.
12. Will consider any matter reported by a Board Member and report to the total Board.
13. Will provide equal information to all Board Members
14. Will give the Board full disclosure of all significant school problems.
15. Will involve the Board in periodic, careful planning and evaluation of programs.
16. Will defend Board Members for unwarranted accusations.
17. Will receive and welcome constructive criticism from the Board.
18. Conduct special studies requested by the Board.
19. Arrange for the evaluation of each staff member and identify appropriate opportunities for continued professional development.

**Administration**

**ROLE OF THE DISTRICT SUPERINTENDENT**

- 20. Together with staff, study the curriculum and make recommendations to the Board regarding the courses of study, major changes in texts and time schedules, and potentially sound innovative programs.
- 21. Apprise the Board of contemporary educational practices and related legislative issues.
- 22. Annually prepare and submit to the Board the district budget.
- 23. Make recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment and transportation services.
- 24. Report immediately to each member of the Board when an unusual incident arises in the district which may cause community concern or may be referred to the Board members by patrons of the district.

Legal Reference:	Education Code
	35020 Duties of Employees set by Governing Board
	35026 Employment of District Superintendent by Certain Districts
	35028 Qualifications for Employment
	35029 Waiver of Certification Requirement for Chief Administrative Office of the District
	35031 Term of Employment (up to four years)
	35032 Salary Increase
	35034 District Superintendent of Certain Unified Districts
	35035 Additional Powers and Duties of Superintendent

Policy adopted: \_\_\_\_\_Berkeley Unified School District Berkeley, California

## **Board Policy**

### **Bylaws of the Board**

#### **ROLE OF THE BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)**

The governing board is the governing body of this school district and derives its power and exists under the Constitution and Acts of the Legislature of the State of California and the procedures of the California State Board of Education and the City Chapter of Berkeley.

The legal description of the territory of this school district and maps thereof are on file in the office of the county superintendent of schools.

The governing board has the power and responsibility to discharge any duty imposed by law upon it or upon the district of which it is the governing board. (Ed.Code 35161)

The governing board may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or prohibited by law, and which is not in conflict with the purposes for which school districts are established. (Ed.Code 35160)

The responsibilities of the Governing Board shall include but not be limited to the following:

The Board:

1. Will consider all decisions as they relate to what is best for the students.
2. Hires a superintendent who shall be the chief executive and secretary to the Board.
3. Delegates operational responsibility to the recommendation of the superintendent.
4. Employs all personnel upon consideration of the recommendation of the superintendent.
5. Makes continuous efforts to acquaint themselves with matters pertaining to education and to the duties and responsibilities of their office.
6. Attempts to reserve judgment on all matters until hearing the recommendations of the superintendent and discussing the matter with other members of the Board in a duly authorized meeting.

## **Bylaws of the Board**

### **ROLE OF THE BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)**

7. Refers all special problems to the superintendent for investigation and reporting to the total board.
8. Has no legal authority to deal with the superintendent on an individual basis.
9. Is obligated to abide by and uphold the adopted policies of the Board whether the individual Board member voted for the adoption nor not.
10. Will not make statements of personal opinion that would be interpreted as having Board approval, either during Board meetings or out of meetings.
11. Are encouraged to visit schools and attend school functions.
12. Will discuss legal items only in closed session, and all discussion will be confidential.
13. Will avoid surprises to the superintendent at Board meetings.
14. Will respect the opinion of other Board members, the staff, and community members.
15. Will treat other Board members, the staff and community members with dignity and respect.
16. Will direct questions about agenda items to the appropriate staff members prior to a Board meeting.
17. Will discuss with the superintendent any irritation with the superintendent or a staff member as soon as possible.
18. Will direct to the superintendent any requests by Board members for reports or study.
19. Will refer to the superintendent any complaint made to a Board members.
20. Will exchange ideas freely and clearly and avoid internal conflicts that block progress.
21. Understand and support the lines of authority and the assignment of all responsibilities.

**Bylaws of the Board**

**ROLE OF THE BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)**

22. Will support the superintendent from unjust criticism.
23. Will receive and welcome constructive criticism fro the public.
24. Will receive and evaluate reports of the operation of the Districts.
25. Will require that all employees of the Districts follow the policy of the District in regard to complaints.

Policy adopted: \_\_\_\_\_ Berkeley Unified School District Berkeley, California

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Peter Bloomsburgh, Director, Research and Evaluation  
**DATE:** November 20, 2002  
**SUBJECT:** Additional Analysis of BUSD Spring 2002 STAR Testing Results

### **BACKGROUND INFORMATION**

Every spring for the past five years, students in second through eleventh grades have taken the Standardized Testing and Reporting (STAR) tests mandated statewide by the State of California. The past spring, students were given both the Stanford Achievement Test Series, Ninth Edition (SAT9) and the California Standards Test (CST). The SAT9 compares our students' performance with students from across the country. The CST measures performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level.

On Thursday, August 29<sup>th</sup>, the results for the statewide STAR testing were published on the Internet. Berkeley schools scored above average in almost every grade level and subject, with very few exceptions. At the September 11<sup>th</sup> meeting of the Board of Education, an overview of the STAR testing results was presented.

Tonight, additional analysis of the spring 2002 BUSD STAR test results will be presented. The following three questions will be addressed:

1. For those students who took the STAR test in both 2001 and 2002, did they gain or lose in 2002 compared to 2001?
2. How did students do on STAR tests compared to district assessments (i.e., district English and math assessments for elementary school students and course grades for middle and high school students)?
3. How many students did not take STAR tests? What was the composition of students who did not take STAR tests?

The following pages contain charts addressing each of these four questions, followed by explanatory comments and more detailed data tables. In addition, data tables have been included which show how the API varies by school, grade, gender, English proficiency, RSP/SDC status, ethnicity, and socioeconomic status.

### **POLICY/CODE**

Not applicable.

**FISCAL IMPACT**

None.

**STAFF RECOMMENDATION**

This item is presented for information only.



## Comments On Three Charts Titled “One Year Growth”

Question addressed by these charts: *“For those students who took the STAR test in both 2001 and 2002, did they gain or lose in 2002 compared to 2001?”*

### Elementary Schools:

The chart titled “One Year Growth For Elementary Schools” compares matched scores for three tests: SAT9 Total Reading, CST English Language Arts, and SAT9 Total Math. The table below shows the calculations for each of these three tests. Here is an explanation of the calculations for the SAT9 Total Reading test. There were Spring 2002 SAT9 Total Reading scores for 2,289 elementary school students, of whom 1,479 (65%) also took this test in Spring 2001. For SAT9 tests, scores range from 1 to 99. A score of 75 means that the student scored equal to or better than 75% of the national norm group of students who took the test several years ago. Note, matched scores for CST Mathematics were not available because the test was not scored in spring 2001.

In order to create the chart below, SAT9 scores were converted to the quintiles used in calculating a school’s API. For example, students with scores from 40 to 59 are in the third quintile, and students with scores from 60 to 79 are in fourth quintile. If a student was in the same quintile in 2001 and 2002, the student was considered to have stayed in the same level. For example, if a student scored 51 in 2001 and 59 in 2002, the student was considered to have stayed in same level. However, if the student scored 46 in 2001 and 64 in 2002, the student was considered to have increased one level. For SAT9 Total Reading, 45 students went down two or more levels, 262 went down one level, 828 stayed in same level, 280 went up one level, and 64 went up two or more levels. The chart below shows the results of similar calculations for the other two tests. For the California Standards Test for English Language Arts, a student was considered to have gone up one level from 2001 to 2002 if they went from “Proficient” to “Advanced”, “Basic” to “Proficient”, “Below Basic” to “Basic”, or “Far Below Basic” to “Below Basic”.

For elementary school students, matched scores improved for SAT9 Total Reading, CST English Language Arts, and SAT9 Total Math. Details appear in the chart below:

	down 2 or more levels	down 1 level	stayed in same level	up 1 level	up 2 or more levels	total students with matched scores	% of total students with 2002 scores
SAT9 Total Reading	45 3%	262 18%	828 56%	280 19%	64 4%	1,479 100%	= 65% of 2,289
CST English Language Arts	9 1%	206 15%	808 57%	357 25%	35 2%	1,415 100%	= 63% of 2,240
SAT9 Total Math	51 3%	228 15%	812 52%	344 22%	130 8%	1,565 100%	= 66% of 2,357

### Middle Schools

For middle school students, matched scores improved for SAT9 Total Reading but decreased for CST English Language Arts and SAT9 Total Math. Calculations were similar to those described above for elementary students. Details appear in the chart below:

	down 2 or more levels	down 1 level	stayed in same level	up 1 level	up 2 or more levels	total students with matched scores	% of total students with 2002 scores
SAT9 Total Reading	38 2%	266 17%	912 59%	284 18%	48 3%	1,548 100%	= 83% of 1,863
CST ELA	23 2%	298 20%	926 61%	261 17%	14 1%	1,522 100%	= 84% of 1,820
SAT9 Total Math	74 5%	307 19%	919 58%	231 15%	44 3%	1,575 100%	= 84% of 1,868

### High Schools

For high school students, matched scores improved for SAT9 Total Math but decreased for SAT9 Total Reading and CST English Language Arts. Calculations were similar to those described above for elementary students. Details appear in the chart below:

	down 2 or more levels	down 1 level	stayed in same level	up 1 level	up 2 or more levels	total students with matched scores	% of total students with 2002 scores
SAT9 Total Reading	97 8%	224 18%	774 61%	141 11%	27 2%	1,263 100%	= 76% of 1,652
CST ELA	55 5%	202 18%	671 60%	175 16%	12 1%	1,115 100%	= 76% of 1,471
SAT9 Total Math	68 5%	144 12%	753 60%	212 17%	75 6%	1,252 100%	= 73% of 1,708

## Comments On Three Charts Titled “STAR vs. District Assessments”

Question addressed by these charts: “How did students do on STAR tests compared to district assessments (i.e., district English and math assessments for elementary school students and course grades for middle and high school students)?”

### General comments:

- there was a strong correlation between student performance on the STAR tests compared to their performance on district assessments; in other words, most students did either well on both, average on both, or poorly on both
- almost all students who did well on STAR tests also did well on district assessments
- however, some students who did well on district assessments did not do as well on STAR tests; some of the possible explanations for this are (1) some students do not put forth their best effort on STAR tests, (2) district assessments do not always require as high a standard as STAR tests, (3) some students are not good test takers, and (4) district assessments measure different things than STAR tests measure.
- additional analysis was done regarding the correlation between student performance on the California Standards Test for English Language Arts compared to the Qualitative Reading Inventory (QRI) assessment given to 2<sup>nd</sup> through 5<sup>th</sup> graders; most of the differences appear to result from variation in the way teachers administer the QRI, as described below

### Tables for Elementary Schools

#### SAT9 Total Reading (TR) vs. DRA/QRI:

	overall	no score	TR 1-19	TR 20-39	TR 40-59	TR 60-79	TR 80-99
DRA/QRI at grade level	1,839 77%	147 50%	121 34%	277 72%	316 87%	363 95%	615 99%
DRA/QRI below grade level	562 23%	145 50%	237 66%	109 28%	46 13%	18 5%	7 1%
Total	2,401 100%	292 100%	358 100%	386 100%	362 100%	381 100%	622 100%

#### SAT9 Total Math (TM) vs. district math assessment:

	overall	no score	TM 1-19	TM 20-39	TM 40-59	TM 60-79	TM 80-99
District math score >= 66%	1,421 61%	100 49%	38 15%	100 32%	179 50%	293 69%	711 90%
District math score < 66%	923 39%	103 51%	222 85%	207 68%	181 50%	132 31%	78 10%
Total	2,344 100%	203 100%	260 100%	307 100%	360 100%	425 100%	789 100%

Tables for Elementary Schools (continued)

California Standards Test for English Language Arts (CST-E) vs. DRA/QRI:

	overall	no score	CST-E FBB	CST-E BB	CST-E Basic	CST-E Prof	CST-E Adv
DRA/QRI at grade level	1,839 77%	172 52%	44 26%	217 57%	586 87%	496 97%	324 99%
DRA/QRI below grade level	562 23%	159 48%	128 74%	166 43%	91 13%	16 3%	2 1%
Total	2,401 100%	331 100%	172 100%	383 100%	677 100%	512 100%	326 100%

Most of these differences appear to result from variation in the way teachers administer the QRI. There were 115 elementary school teachers with enough scores on the CST-ELA test to analyze, and they were divided into the following four categories:

- “Correlated” (42 teachers): most of their students who scored “Far Below Basic” and “Below Basic” on the CST ELA were assessed as “Below Grade Level” on the QRI. Some of their “Basic” students were assessed as “Below Grade Level” on the QRI and others as “At Grade Level”. Most of their “Proficient” and “Advanced” students were assessed as “At Grade Level” on the QRI.
- “Moderately Correlated” (58 teachers): most of their students who scored “Far Below Basic” on the CST ELA were assessed as “Below Grade Level” on the QRI. Some of their “Below Basic” students were assessed as “Below Grade Level” on the QRI and others as “At Grade Level”. Most of their “Basic”, “Proficient” and “Advanced” students were assessed as “At Grade Level” on the QRI.
- “Slightly Correlated” (8 teachers): some of their students who scored “Far Below Basic” on the CST ELA were assessed as “Below Grade Level” and others as “At Grade Level”; 3 of these teachers scored all of their students at grade level. Most of their “Below Basic”, “Basic”, “Proficient” and “Advanced” students were assessed as “At Grade Level” on the QRI.
- “No QRI scores” (7 teachers): no QRI scores were received for these teachers

The chart below shows this information in more detail. For example, the 58 teachers classified as “Moderately Correlated” assessed 64% of their “Below Basic” students as “At Grade Level” and the remaining 36% as “Below Grade Level.”

	CST-E FBB	CST-E BB	CST-E Basic	CST-E Prof	CST-E Adv
Slightly Correlated (8 teachers)	74%	90%	98%	97%	100%
Moderately Correlated (58 teachers)	20%	64%	91%	99%	99%
Correlated (42 teachers)	6%	23%	80%	95%	99%

California Standards Test for Mathematics (CST-M) vs. district math assessment:

	overall	no score	CST-M FBB	CST-M BB	CST-M Basic	CST-M Prof	CST-M Adv
District math score >= 66%	1,421 61%	104 49%	12 10%	129 29%	292 52%	486 83%	398 97%
District math score < 66%	923 39%	108 51%	112 90%	320 71%	272 48%	98 17%	13 3%
Total	2,344 100%	212 100%	124 100%	449 100%	564 100%	584 100%	411 100%

Tables for Middle Schools

SAT9 Total Reading (TR) vs. English GPA:

	overall	no score	TR 1-19	TR 20-39	TR 40-59	TR 60-79	TR 80-99
Eng GPA 3.0 to 4.0	985 52%	50 37%	66 20%	83 27%	128 45%	237 67%	421 88%
Eng GPA 2.0 to 2.9	578 30%	50 37%	148 44%	142 46%	107 38%	91 26%	40 8%
Eng GPA 0.0 to 1.9	333 18%	36 26%	122 36%	82 27%	50 18%	26 7%	17 4%
Total	1,896 100%	136 100%	336 100%	307 100%	285 100%	354 100%	478 100%

SAT9 Total Math (TM) vs. math GPA:

	overall	no score	TM 1-19	TM 20-39	TM 40-59	TM 60-79	TM 80-99
Math GPA 3.0 to 4.0	906 48%	40 33%	38 11%	95 25%	110 45%	188 61%	435 88%
Math GPA 2.0 to 2.9	605 32%	41 34%	140 42%	168 44%	102 41%	97 31%	57 11%
Math GPA 0.0 to 1.9	379 20%	41 34%	159 42%	116 44%	35 41%	23 31%	5 11%
Total	1,890 100%	122 100%	337 100%	379 100%	247 100%	308 100%	497 100%

Tables for Middle Schools (continued)

California Standards Test for English Language Arts (CST-E) vs. English GPA:

	overall	no score	CST-E FBB	CST-E BB	CST-E Basic	CST-E Prof	CST-E Adv
Eng GPA 3.0 to 4.0	985 52%	66 38%	32 14%	75 22%	231 48%	341 81%	240 94%
Eng GPA 2.0 to 2.9	578 30%	63 36%	102 46%	157 46%	180 37%	64 15%	12 5%
Eng GPA 0.0 to 1.9	333 18%	44 25%	87 39%	112 33%	71 15%	16 4%	3 1%
Total	1,896 100%	173 100%	221 100%	344 100%	482 100%	421 100%	255 100%

California Standards Test for Mathematics (CST-M) vs. math GPA:

	overall	no score	CST-M FBB	CST-M BB	CST-M Basic	CST-M Prof	CST-M Adv
Math GPA 3.0 to 4.0	906 48%	41 35%	29 14%	104 20%	260 52%	323 84%	149 96%
Math GPA 2.0 to 2.9	605 32%	34 29%	88 42%	245 47%	178 36%	54 14%	6 4%
Math GPA 0.0 to 1.9	379 20%	43 36%	95 45%	175 33%	59 12%	6 2%	1 1%
Total	1,890 100%	118 100%	212 100%	524 100%	497 100%	383 100%	156 100%

Tables for High Schools

SAT9 Total Reading (TR) vs. English GPA:

	overall	no score	TR 1-19	TR 20-39	TR 40-59	TR 60-79	TR 80-99
Eng GPA 3.0 to 4.0	1,294 53%	247 30%	92 25%	93 49%	129 61%	195 76%	538 91%
Eng GPA 2.0 to 2.9	495 20%	178 22%	130 35%	52 28%	53 25%	39 15%	43 7%
Eng GPA 0.0 to 1.9	651 27%	391 48%	153 41%	44 23%	31 15%	21 8%	11 2%
Total	2,440 100%	816 100%	375 100%	189 100%	213 100%	255 100%	592 100%

Tables for High Schools (continued)

SAT9 Total Math (TM) vs. math GPA:

	overall	no score	TM 1-19	TM 20-39	TM 40-59	TM 60-79	TM 80-99
Math GPA 3.0 to 4.0	943 39%	122 17%	43 17%	43 19%	44 27%	105 43%	586 73%
Math GPA 2.0 to 2.9	673 28%	174 24%	70 28%	81 36%	80 48%	94 38%	174 22%
Math GPA 0.0 to 1.9	786 33%	421 59%	141 56%	98 44%	41 25%	47 19%	38 5%
Total	2,402 100%	717 100%	254 100%	222 100%	165 100%	246 100%	798 100%

California Standards Test for English Language Arts (CST-E) vs. English GPA:

	overall	no score	CST-E FBB	CST-E BB	CST-E Basic	CST-E Prof	CST-E Adv
Eng GPA 3.0 to 4.0	1,294 53%	309 31%	45 24%	60 37%	147 59%	260 80%	473 91%
Eng GPA 2.0 to 2.9	495 20%	222 22%	59 31%	62 38%	68 27%	49 15%	35 7%
Eng GPA 0.0 to 1.9	651 27%	462 47%	87 46%	41 25%	34 14%	15 5%	12 2%
Total	2,440 100%	993 100%	191 100%	163 100%	249 100%	324 100%	520 100%

California Standards Test for Mathematics (CST-M) vs. math GPA:

	overall	no score	CST-M FBB	CST-M BB	CST-M Basic	CST-M Prof	CST-M Adv
Math GPA 3.0 to 4.0	943 39%	140 18%	23 12%	94 22%	206 50%	311 77%	169 87%
Math GPA 2.0 to 2.9	673 28%	180 23%	70 35%	171 41%	152 37%	80 20%	20 10%
Math GPA 0.0 to 1.9	786 33%	457 59%	105 53%	154 37%	54 13%	11 3%	5 3%
Total	2,402 100%	777 100%	198 100%	419 100%	412 100%	402 100%	194 100%

**Comments on Chart Titled  
“How many students did not take STAR tests?”**

General Comments:

- for elementary schools, 83% of students took the entire STAR test, 12% had identified reasons for not taking STAR tests (ex, parent exemption, special ed, etc.), and 5% did not have identified reasons for not taking STAR tests
- for middle schools, the percentages were 88%, 7%, and 4% respectively
- for high schools, the percentages were 55%, 9%, and 36% respectively (note, some BHS students who had parent exemptions were not accurately recorded on the CD-ROM containing spring 2002 STAR test results which was received from the state)
- some of the possible explanations why some students did not take the entire STAR test are (1) they were absent when the test was given and did not make it up, (2) they were present when the test was given but did not attempt enough of the test to get a score, (3) staff forgot to give them part of test, and (4) staff misplaced their test booklet

Details appear in the table below:

	Elementary Schools	Middle Schools	High Schools
Took entire STAR test	2,223 (83%)	1,789 (88%)	1,389 (55%)
Identified reasons:			
• had parent exemption	209 (8%)	68 (3%)	97 (4%)
• identified as special education	100 (4%)	57 (3%)	70 (3%)
• other exclusions, accommodations, alternate assessments, and duplicates	9 (0%)	21 (1%)	48 (2%)
Subtotal	318 (12%)	146 (7%)	215 (9%)
No identified reasons:			
• took some parts of STAR test, but did not make up rest of test	107 (4%)	67 (3%)	374 (15%)
• did not take any parts of STAR test	30 (1%)	24 (1%)	531 (21%)
Subtotal	137 (5%)	91 (4%)	905 (36%)
Overall total	2,678 (100%)	2,026 (100%)	2,509 (100%)



## Comments on Chart Titled “Composition Of Students Who Did Not Take STAR Tests”

Question addressed by chart: “*What was the composition of students who did not take STAR tests?*”

General comments:

- at all grade levels, weaker students were less likely to take the entire STAR test than were stronger students
- therefore, the district’s STAR test scores would have been lower had every student taken the entire STAR test; the differences do not appear to be significant for elementary schools and middle schools, but the API for BHS would have been an estimated 45 points lower had all students been tested

Elementary Schools: how does the percentage of students who did not take the entire STAR test vary by their performance on district English and mathematics assessments:

	SAT9 Total Reading	SAT9 Total Math	CST ELA	CST Math
at grade level	1%	1%	2%	1%
below grade level	11%	2%	13%	2%

Middle Schools: how does the percentage of students who did not take the entire STAR test vary by their math and English GPA:

	SAT9 Total Reading	SAT9 Total Math	CST ELA	CST Math
GPA 3.0 to 4.0	1%	1%	2%	1%
GPA 2.0 to 2.9	2%	1%	5%	2%
GPA 0.0 to 1.9	4%	5%	8%	6%

High Schools: how does the percentage of students who did not take the entire STAR test vary by their math and English GPA:

	SAT9 Total Reading	SAT9 Total Math	CST ELA	CST Math
GPA 3.0 to 4.0	17%	10%	21%	12%
GPA 2.0 to 2.9	33%	25%	42%	25%
GPA 0.0 to 1.9	58%	51%	70%	56%

## **How API varies by student demographics**

The tables on the next three pages show how the Academic Performance Index (API) varies by school, grade, gender, English proficiency, RSP/SDC status, ethnicity, and socioeconomic status. A separate table is included for elementary schools, middle schools, and high schools. These figures were calculated using the state's algorithm based on documentation found on the Internet and several telephone conversations with state personnel. The calculations were then compared to figures from the state's web site to assure consistency.

## Elementary Schools:

Student group	# of students enrolled in Spring 2002	SAT9 Reading API	SAT9 Math API	SAT9 Lang API	SAT9 Spelling API	CST ELA API	Overall API
All elem schl students	2,745	702	760	703	688	707	727
City of Franklin	119	598	641	576	662	598	618
Cragmont	278	697	756	700	653	702	720
Emerson	217	793	836	812	782	783	808
Jefferson	207	790	822	768	758	769	793
LeConte	239	673	697	674	689	670	683
Malcolm X	274	671	754	682	677	710	720
John Muir	157	745	804	707	739	737	764
Oxford	194	787	824	797	721	767	792
Rosa Parks	246	641	706	632	623	659	672
Thousand Oaks	276	588	719	634	557	627	656
Washington	275	690	753	662	704	687	714
Arts Magnet	263	756	785	771	736	752	766
Grade 2	678	700	746	664	665	679	707
Grade 3	673	727	782	720	736	715	745
Grade 4	621	684	734	697	667	717	716
Grade 5	701	690	767	720	675	714	731
Grade 6	72	745	825	789	761	730	776
Female	1,325	725	762	739	713	727	741
Male	1,386	680	758	669	665	690	714
EngProf = none	2,108	729	768	721	708	727	743
EngProf = F	164	792	842	794	751	782	807
EngProf = L	427	504	667	556	538	557	594
EngProf = R	35	808	870	866	874	786	833
RSP/SDC = no	2,545	710	770	714	699	717	737
RSP/SDC = yes	200	473	490	428	427	503	485
Asian	226	764	871	767	816	762	810
Hispanic	525	602	707	639	576	634	657
Af Amer	1,084	582	642	585	624	613	621
Caucasian	850	881	903	868	798	845	872
Not Socio Econ Disadv	1,331	825	852	813	762	801	823
Socio Econ Disadv	1,414	575	668	593	614	612	629

**Middle Schools:**

Student group	# of students enrolled in Spring 2002	SAT9 Reading API	SAT9 Math API	SAT9 Lang API	SAT9 Spelling API	CST ELA API	Overall API
All middle school students	1,927	705	699	721	679	671	690
King	800	750	747	764	707	697	729
Longfellow	484	704	704	713	683	676	694
Willard	643	647	633	672	638	636	637
Grade 6	601	709	742	721	680	679	709
Grade 7	707	692	678	728	673	689	680
Grade 8	619	714	682	712	686	647	685
Female	952	726	712	763	716	698	716
Male	955	682	685	676	645	644	666
EngProf = none	1,523	725	700	737	693	693	701
EngProf = F	88	800	814	814	773	761	792
EngProf = L	222	447	546	490	492	404	501
EngProf = R	94	806	858	838	767	786	812
RSP/SDC = no	1,747	718	712	735	710	685	710
RSP/SDC = yes	180	382	367	364	353	328	360
Asian	154	775	855	813	760	778	803
Hispanic	317	630	665	659	626	564	638
Af Amer	766	559	539	580	552	572	549
Caucasian	622	887	855	886	843	808	852
Not Socio Econ Disadv	1,116	793	775	802	760	738	769
Socio Econ Disadv	811	577	591	603	570	575	580

## High Schools:

Student group	# of students enrolled in Spring 2002	SAT9 Reading API	SAT9 Math API	SAT9 Lang API	SAT9 Science API	SAT9 Hist API	CST ELA API	Overall API
All high school students	2,507	702	775	752	714	736	758	733
BHS	2,507	702	775	752	714	736	758	733
Grade 9	837	688	761	754	667	703	734	707
Grade 10	867	710	783	746	736	737	775	743
Grade 11	803	709	782	757	740	771	765	749
Female	1,239	728	793	787	723	748	790	753
Male	1,227	679	758	718	708	726	727	714
EngProf = none	2,109	737	797	787	742	768	785	761
EngProf = F	109	752	817	766	766	745	786	765
EngProf = L	229	322	528	404	393	422	431	420
EngProf = R	59	605	843	754	746	730	732	738
RSP/SDC = no	2,335	710	783	759	720	742	770	741
RSP/SDC = yes	172	372	457	396	429	438	383	407
Asian	250	706	824	758	755	749	780	759
Hispanic	292	485	628	551	505	559	581	550
Af Amer	849	460	571	546	484	513	535	512
Caucasian	1,014	884	917	900	868	887	896	882
Not Socio Econ Disadv	2,145	740	802	784	744	764	789	763
Socio Econ Disadv	362	413	593	510	486	526	508	506

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Michele Lawrence, Superintendent  
**FROM:** Chris Lim, Associate Superintendent, Educational Services  
**DATE:** November 20, 2002  
**SUBJECT:** Cesar Chavez Resolution Implementation Plan

### **BACKGROUND INFORMATION**

On November 6, 2002, the Board of Education passed a resolution making March 31<sup>st</sup> Cesar Chavez Day in the Berkeley Unified School District. The Board resolution included an implementation plan. After much discussion about how to most effectively implement the Cesar Chavez Resolution, the Board requested that District staff review and seek additional input regarding the implementation plan. Thus, site principals and Educational Services staff have discussed and made modifications to the implementation plan presented on November 6, 2002. The revised implementation plan is being presented for discussion as requested.

### **POLICY/CODE**

None.

### **FISCAL IMPACT**

None.

### **STAFF RECOMMENDATION**

Adopt the attached Cesar Chavez Resolution Implementation Plan.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**To:** Michele Lawrence, Superintendent  
**From:** Christine Lim, Associate Superintendent of Educational Services  
**Date:** November 20, 2002  
**Subject:** Average Daily Attendance Summary and Monthly School Enrollment Report

### **BACKGROUND INFORMATION:**

Based on information provided from each school site, average daily attendance (ADA) summaries and school enrollment reports are prepared monthly by the student support department. Since 1997 school districts can no longer claim excused absences for apportionment attendance. Hence, for the purposes of this report we have defined an absence as any student not meeting the statutory minimum instructional day requirements. Note that this report does not include students in non-public schools and home/hospital instruction.

### **POLICY/CODE:**

Education Code §46010.3

### **FISCAL IMPACT:**

None

### **STAFF RECOMMENDATION:**

Receive for information and discussion the average daily attendance summary and monthly school enrollment report.