

Report Closed
Session Action Motion_____ Second_____ Vote_____

Approve Agenda Approve the Regular Meeting Agenda of May 21, 2003
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.

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.

General Services

1.1-C	<u>Board Member's Recommendation:</u>	1
Resolution in Support	Approve resolution supporting flexibility from	
of Class Size Reduction	the State to implement Class Size Reduction	
Reform Bills: AB 42;	Program	
ABX1 5; and SBX1	Motion_____ Second_____ Vote_____	

Human Resources

2.1-C	<u>Staff Recommendation:</u>	4
Acceptance of	Accept Personnel Report 03-20 as submitted.	
Personnel Report	Motion_____ Second_____ Vote_____	

2.2-C	<u>Staff Recommendation:</u>	9
Resolution 02-83:	Approve Resolution 02-83 for consent of teachers	
Board Consent of	teaching outside of credential area	
Teachers Teaching	Motion_____ Second_____ Vote_____	
Outside of Credential		
Area		

Educational Services

3.1-C Overnight Field Trips	<u>Staff Recommendation:</u> Approve the overnight field trip requests in Accordance with Board policy and procedures Motion_____ Second_____ Vote_____	12
3.2-C New Non-public school placements for special education students	<u>Staff Recommendation:</u> Approve new non-public school placements for special education students Motion_____ Second_____ Vote_____	14
3.3-C Berkeley High School Community Partner- ships Academy	<u>Staff Recommendation:</u> Approve Berkeley High School Community Partnerships Academic application for CAL FED Grant Motion_____ Second_____ Vote_____	17
3.4-C Application for Carl D. Perkins Vocational and Technical Education For 2002-2003	<u>Staff Recommendation:</u> Approve application for Carl D. Perkins Vocational and Technical Education Funding for 2002-2003 Motion_____ Second_____ Vote_____	19
3.5-C Increase Childcare fees for Infants/ Toddlers at Vera Casey Center (CAL SAFE)	<u>Staff Recommendation:</u> Review and approve acceptance of the increase childcare fees for infants and toddlers beginning July 1, 2003 Motion_____ Second_____ Vote_____	21

Business Services

4.1-C Approval of Contracts Purchase Orders	<u>Staff Recommendation:</u> Authorize the Associate Superintendent, Business & Operations or Purchasing Agent to execute Purchase Orders Motion_____ Second_____ Vote_____	22
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4.2-C Approve Listing of Warrants issued in April 2003	<u>Staff Recommendation:</u> Approve monthly bill warrants issued in April 2003 Motion_____ Second_____ Vote_____	25
4.3-C Resolution 02-87: Authorization to award Re-roofing LeConte School	<u>Staff Recommendation:</u> Approve Resolution 02-87 Motion_____ Second_____ Vote_____	28
4.4-C Resolution 02-88: Authorization to Award Project for Public Address System at Berkeley High School	<u>Staff Recommendation:</u> Approve Resolution 02-88 Motion_____ Second_____ Vote_____	31
4.5-C Resolution 02-89: Authorization to Award Landscape renovation At Jefferson Elementary School	<u>Staff Recommendation:</u> Approve Resolution 02-89 Motion_____ Second_____ Vote_____	34
4.6-C Resolution 02-90: Authorization to Award Project for Roofing Walkway Maintenance at Willard Middle School	<u>Staff Recommendation:</u> Approve Resolution 02-90 Motion_____ Second_____ Vote_____	38
4.7-C Resolution 02-91: Authorization to Award Project for Dead and Diseased tree removal at various sites	<u>Staff Recommendation:</u> Approve Resolution 02-91. Motion_____ Second_____ Vote_____	41
4.8-C Resolution 02-92: Authorization to Award Project for Grounds Renovation at Cragmont Elementary School	<u>Staff Recommendation:</u> Approve Resolution 02-92. Motion_____ Second_____ Vote_____	44

4.9-C Resolution 02-93: Authorization to Reject and not to Re-advertise for bids for John Muir Elevator controls	<u>Staff Recommendation:</u> Approve Resolution 02-93. Motion_____ Second_____ Vote_____	47
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4.10-C Liability claims Submitted to the District	<u>Staff Recommendation:</u> Approval to deny claims against the District Motion_____ Second_____ Vote_____	51
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ACTION ITEMS

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

General Services

1.1-A Annual Plan for Expenditure of BSEP Public Information Funds in FY 2003-2004	<u>Staff Recommendation:</u> Approve the Annual Plan for expenditure of Public Information Funds in FY 2003-2004 Motion_____ Second_____ Vote_____	52
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1.2-A Second Reading of Mandated Board of Education Policies	<u>Staff Recommendation:</u> Adopt, at Second Reading, Mandated Board of Education Policies Motion_____ Second_____ Vote_____	56
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Human Resources

2.1-A Resolution 02-85: Reduction or Elimination of Specialized Classified Positions	<u>Staff Recommendation:</u> Approve Resolution 02-85 indicating personnel reductions. Motion_____ Second_____ Vote_____	64
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Business and Operations

4.1-A
BSEP Building and
Grounds Maintenance
and Security Annual
Plan for expenditures
in FY 2003-2004

Staff Recommendation:
Approve BSEP Building and Grounds Maintenance
and Security Annual Plan for expenditures in
Fiscal Year 2003-2004
Motion_____ Second_____ Vote_____

67

4.2-A
Third Interim
Report of the
2003 BUSD
Budget

Staff Recommendation:
Accept the Third Interim Report and Negative
Certification of the Report, certifying that the
District will be unable to meet their financial
obligations for the two subsequent years
without significant expenditure reductions
and revenue enhancements
Motion_____ Second_____ Vote_____

72+ Separate
document

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

8:30 p.m.

1.1-I
Update on Progress of
WASC and Ninth Grade
Data

Staff Recommendation:
Staff presentation on data for 9th Grade
Students and discussion on WASC
objectives.

Presentation

Educational Services

9:00 p.m.

3.1-I
Berkeley Unified School
District Local
Education Plan

Staff Recommendation:
Receive for information and presentation
of the required plan to meet NCLB
Federal requirements.

75+ Separate
document

Business and Operations

4.1-I

Staff Recommendation:

77

2003-2004 Budget
Assumptions

Review for Information the 2003-2004 Budget
Assumptions which will inform budget
development
Motion_____ Second_____ Vote_____

EXTENDED PUBLIC TESTIMONY

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

ANNOUNCEMENT

Schedule of Board of Education Meetings for 2003:

May 21, 2003
June 4, 2003
June 18, 2003
July 2, 2003
August 20, 2003
September 3, 2003
September 17, 2003
October 1, 2003
October 15, 2003
November 5, 2003
November 19, 2003
December 3, 2003
December 17, 2003

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 Meetings of the Board of Education and make your view 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 to 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 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.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Joaquín J. Rivera, President, Board of Education
DATE: May 21, 2003
SUBJECT: Resolution in support of class size reduction reform bills

BACKGROUND INFORMATION:

Currently, the class size reduction (CSR) program provides funding for participating districts to reduce class size to a ratio of 20:1 in kindergarten and any of grades 1 to 3, inclusive. As currently structured, the CSR program is rigid and at times even punitive for school districts to implement. The current class size ratio of 20:1 is an inflexible hard cap which forces districts to maintain smaller average ratios to avoid losing funds. This problem is more pronounced in small schools. Schools need flexibility in order to implement the program in a way that recognizes local needs and circumstances. Particularly in very difficult budget times, allowing for some flexibility in CSR implementation provides districts like Berkeley Unified with relief from the encroachment on the general fund. As we all know, in Berkeley we were able to keep this program for next year because the BSEP class size reduction funds help lower the encroachment on our general fund.

This is a particularly important time to discuss class size reduction flexibility, with countless local governing boards being forced by budgetary constraints to either scale back the program implementation or eliminate it altogether. Changing the calculation for the average class size from classroom-based will help districts maintain the program. It is estimated that statewide school districts would save \$200 million.

Several proposals have surfaced this year which would increase flexibility for school districts by: allowing soft caps above 20 students, allowing the determination of class size average to be either schoolwide or districtwide, or allowing larger classes if taught by a fully credentialed teacher. Bills AB 42 (Daucher), ABX1 5 (Daucher) and SBX1 (Sher) allow class size to be averaged across all participating grades at the schoolsite to attain a 20:1 ratio, so long as no single class exceeds 22 students. These bills are intended to help districts during these difficult budget times and they all contain a three-year sunset clause.

BOARD MEMBER RECOMMENDATION:

That the Board of Education approve the resolution supporting class size reduction reform bills: AB 42 (Daucher), ABX1 5 (Daucher) and SBX1 (Sher).

BERKELEY UNIFIED SCHOOL DISTRICT
Resolution in Support of Class Size Reduction Reform Bills

WHEREAS, Several bills are being considered by the California State Legislature that would provide flexibility for districts in implementing the class size reduction program locally; and

WHEREAS, The Berkeley Board of Education recognizes that the number of students in a class may affect the extent to which teachers can identify and respond to individual student needs; and

WHEREAS, School districts participating in the Class Size Reduction (CSR) Program are provided funding for reducing class size to a ratio of 20 pupils to 1 teacher in kindergarten and any of grades 1 to 3, inclusive; and

WHEREAS, School districts participating in the CSR Program are penalized financially for failure to reduce class size according to a prescribed priority based on grade level; and

WHEREAS, The funding school districts receive for participating in the CSR program often does not cover the cost of implementing the program and many districts are being forced to drop the program completely or limit it to certain grades only; and

WHEREAS, It is critical for school districts to have the flexibility to make the most effective use of their limited resources in difficult economic times; and

WHEREAS, Allowing school districts to determine the priority of grade levels to be reduced and utilizing an average class size of 20 students rather than a “hard cap” of 20 students would help districts preserve the program locally without negatively impacting student achievement; and

WHEREAS, The overall programmatic impact of giving districts the flexibility to select the grade levels reduced and utilize a “soft cap” of 20 students with a “hard cap” of 22 students would be minimal; and

WHEREAS, School districts are responsible for determining the potential impact of class size reduction on staffing and school facilities needs in establishing class size reduction programs for designated grade levels and courses and are in the best position to make such decisions; and now therefore,

BE IT RESOLVED that the Board of Education of the Berkeley Unified School District joins the California School Boards Association and the California Federation of Teachers in its support of AB 42, ABX1 5 and SBX1 10, measures that give school districts needed flexibility in order to successfully implement the Class Size Reduction Program at the local level; and

BE IT FURTHER RESOLVED that the Board of Education of the Berkeley Unified School District urges Assemblywoman Loni Hancock, Senator Don Perata and Governor Gray Davis to support these bills; and

BE IT FINALLY RESOLVED that a copy of this resolution be sent to Assemblywoman Loni Hancock, Senator Don Perata and Governor Gray Davis.

PASSED AND ADOPTED this 21st day of May 2003.

Joaquín J. Rivera
President, Board of Education

TO: Michele Lawrence Superintendent
 FROM: David A. Gomez, Ph.D.
 Associate Superintendent Human Resources
 DATE: May 21, 2003
 SUBJECT: ACCEPTANCE OF PERSONNEL REPORT 03-20

Following is Personnel Report 03-20 which reports details of personnel assignments employment and terminations.

CERTIFICATED EMPLOYEES						
NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
<u>RETIREMENTS</u>						
Mary K. Lee	Teacher	Longfellow	General		6/13/03	
Letitia Riles	Teacher	Rosa Parks	General		8/2/03	
Cecilia Walls	Program Supervisor	District	General	1.00 FTE	6/30/03	
<u>RESIGNATION</u>						
Lee Amosslee	Teacher	Berkeley High	General	.80 FTE	6/13/03	
David Bye	Teacher	Berkeley High	General	.20 FTE	6/13/03	
Ann Korchin	Teacher	Special Ed.	General	.60 FTE	6/13/03	
Hannah Myers	Teacher	Berkeley High	General	.40 FTE	6/13/03	
<u>LEAVE OF ABSENCE WITHOUT PAY</u>						
Ellen Bracken	Teacher	Berkeley High	General	.40 FTE	8/03	6/04
Matthew Bremer	Teacher	Berkeley High	General	.40 FTE	8/03	6/04
Karen Bush	Teacher	Longfellow	General	.60 FTE	8/03	6/04
Dora Casetta	Teacher	Thousand Oaks	General	.60 FTE	8/03	6/04
Amy Crawford	Teacher	Berkeley High	General	.40 FTE	8/03	6/04
Theresa Fletcher	Teacher	Thousand Oaks	General	.50 FTE	8/03	6/04
Michael Flushman	Teacher	Willard	General	1.00 FTE	8/03	6/04
Tamara Friedman	Teacher	Berkeley High	General	.40 FTE	8/03	6/04
Cathleen Jones	Teacher	Oxford	General	.20 FTE	8/03	6/04
Leah Katz	Teacher	Berkeley High	General	1.00 FTE	8/03	6/04
Elizabeth Kim	Teacher	King	General	.20 FTE	8/03	6/04
Heather Komure-Chan	Teacher	Arts Magnet	General	.50 FTE	8/03	6/04
Genevieve Leslie	Teacher	King	General	.60 FTE	8/03	6/04
Suzanna Loper	Teacher	King	General	1.00 FTE	8/03	6/04

NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
Karen Matza	Teacher	Malcolm X	General	1.00 FTE	8/30	6/04
Rebeca Mireles	Teacher	King	General	.40 FTE	8/03	6.04
Mary Patterson	Teacher	Berkeley High	General	.20 FTE	8/30	6/04
Charles Pratt	Teacher	Berkeley High	General	.20 FTE	8/03	6/04
Diane Sharken-Taboada	Teacher	Cragmont	General	1.00 FTE	8/03	6/04
Alison Suett-Nakasako	Teacher	King	General	1.00 FTE	8/03	6/04
<u>MATERNITY LEAVE WITH PAY</u>						
Gloria Amador-Edelin	Teacher	Rosa Parks	General	1.00 FTE	5/1/03	6/13/03
Julie Chan	Teacher	Oxford	General	1.00 FTE	8/25/03	1/16/04
Amy Masuda	Teacher	King	General	1.00 FTE	5/5/03	6/13/03
Karen Sudjian	Teacher	Whittier EDC	General	.80 FTE	6/18/03	10/24/03
Pamela Van Der Poel	Teacher	Special Ed	General	1.00 FTE	3/28/03	6/09/03
Megan Ward	Teacher	Oxford	General	1.00 FTE	5/12/03	6/13/03
<u>SICK LEAVE OF ABSENCE WITH PAY</u>						
Cathleen Jones	Teacher	Oxford	General	1.00 FTE	4/28/03	6/13/03
Dorothy Walker	Teacher	Washington	General	1.00 FTE	4/21/03	6/13/03

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
<u>LEAVE OF ABSENCE</u>							
Karl Lampkin	Instructional Assistant (ECE)	King CDC				6/20/03	7/20/03
<u>RESIGNATION</u>							
Sadie Cooper	Instructional Technician (CNN)	Emerson & Willard				4/30/03	
<u>TERMINATION</u>							
James Reading	School Safety Officer	King				5/07/03	
Coletta Sullivan	Clerical Assistant III	King				4/23/03	
<u>PERMANENT (TRANSFER)</u>							
Claudia Waters	Instructional Assistant (Special Ed.)	King	Sp.Ed.	31/3	.80 FTE \$14.12 hr	5/03/03	6/13/03
<u>PROVISIONAL</u>							
Adriane Stanish	Instructional Assistant (Special Ed.)	John Muir	Sp.Ed.	31/3	.80 FTE \$14.12 hr	5/13/03	6/13/03
<u>TEMPORARY/HOURLY</u>							
Mirna Cardona	Instructional Assistant ECE	Franklin Parent Nursery	Site Fund	29/1	30 hrs/wk \$12.17 hr	5/08/03	6/13/03
Jennifer Gurvey	Interpreter After School Program	King	Site Fund	45/5	Not to exceed 10 hrs/wk \$22.02 hr	5/01/03	5/30/03
Ami Hall	Instructional Technician	Emerson & Willard	Site Fund	34/1	20 hrs/wk \$13.76 hr	5/01/03	6/13/03
Claudia Ramos	Student Worker	Adult School	Site Fund	N/A	Not to exceed 10 hrs/wk \$6.75 hr	12/04/02	6/30/03
Collette Seaton	Tutor Specialty	Cragmont	Site Fund	31/1	15 hrs/wk \$12.77 hr.	5/26/03	6/13/03
<u>STIPENDS</u>							
Molly Brannigan	Head Coach (Girls Crew)	Berkeley High	Site Fund	N/A	\$1599.00	2/10/03	6/08/03
Keith Brooks	Head Coach (Boys & Girls Swimming & Diving)	Berkeley High	Site Fund	N/A	\$2532.00	2/10/03	5/24/03
William Caraway	Head Coach (Boys Volleyball)	Berkeley High	Site Fund	N/A	\$1266.00	2/10/03	5/24/03
Christopher Dadd	Head Coach (Boys Crew)	Berkeley High	Site Fund	N/A	\$1599.00	2/10/03	6/08/03

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Monique Dale	Assistant Coach (Boys & Girls Track & Field)	Berkeley High	Site Fund	N/A	\$839.60	2/10/03	6/07/03
Evan Dang	Head Coach (Boys Golf)	Berkeley High	Site Fund	N/A	\$1266.00	2/10/03	5/19/03
Ryan Davidson	80% Assistant Coach (Boys Crew)	Berkeley High	Site Fund	N/A	\$1279.20	2/10/03	6/08/03
Stephen DeGange	80% Assistant Coach (Boys Baseball)	Berkeley High	Site Fund	N/A	\$1564.80	2/10/03	6/07/03
Morgan Fenner	80% Assistant Coach (Boys Crew)	Berkeley High	Site Fund	N/A	\$1279.20	2/10/03	6/08/03
Humphrey Garrett	80% Assistant Coach (Girls Track & Field)	Berkeley High	Site Fund	N/A	\$1679.20	2/10/03	6/07/03
David Goodrich	80% Assistant Coach (Boys Track & Field)	Berkeley High	Site Fund	N/A	\$1679.20	2/10/03	6/07/03
Armand Gray	80% Assistant Coach (Boys Basketball)	Berkeley High	Site Fund	N/A	\$1698.40	12/01/02	3/30/03
Michael Hammerquist	Assistant Coach (Girls Track & Field)	Berkeley High	Site Fund	N/A	\$839.60	2/10/03	6/07/03
Darrell Hampton	Head Coach (Boys & Girls Track & Field)	Berkeley High	Site Fund	N/A	\$4198.00	2/10/03	6/07/03
Candace Harper	Head Coach (Girls Softball)	Berkeley High	Site Fund	N/A	\$1956.00	2/10/03	5/31/03
Alex Kopel	Head Coach (Boys Tennis)	Berkeley High	Site Fund	N/A	\$1266.00	2/10/03	5/24/03
Joseph Massey	80% Assistant Coach (Boys Lacrosse)	Berkeley High	Site Fund	N/A	\$1012.80	2/10/03	5/17/03
Rebecca Meyer	Head Coach (Girls Lacrosse)	Berkeley High	Site Fund	N/A	\$1266.00	2/10/03	5/10/03
Dorris Maxwell	Assistant Coach (Boys & Girls Track & Field)	Berkeley High	Site Fund	N/A	\$839.60	2/10/03	6/07/03
Tim Moellering	Head Coach (Boys Baseball)	Berkeley High	Site Fund	N/A	\$1956.00	2/10/03	6/07/03
Odell Patton	Head Coach (Badminton)	Berkeley High	Site Fund	N/A	\$1266.00	2/10/03	5/17/03

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Shannon Perkins	80% Assistant Coach (Girls Softball)	Berkeley High	Site Fund	N/A	\$1564.80	2/10/03	5/13/03
Katy Pieri	80% Assistant Coach (Girls Crew)	Berkeley High	Site Fund	N/A	\$1279.20	2/10/03	6/08/03
Christopher Robison	80% Assistant Coach (Boys Baseball)	Berkeley High	Site Fund	N/A/	\$1564.80	2/10/03	6/07/03
Curtis Sandeford	60% Assistant Coach (Boys Baseball)	Berkeley High	Site Fund	N/A	\$1173.60	2/10/03	6/07/03
Chiyo Takehara	60% Assistant Coach (Girls Softball)	Berkeley High	Site Fund	N/A	\$1173.60	2/10/03	5/31/03
<u>VOLUNTEERS</u>							
Raymond Cagan	Assistant Coach (Boys Baseball)	Berkeley High				2/10/03	6/07/03
Michael Costanzo	Assistant Coach (Boys Lacrosse)	Berkeley High				2/10/03	5/17/03
Marie Frank	Assistant Coach (Girls Crew)	Berkeley High				2/10/03	6/08/03
Amy Karkar	Assistant Coach (Girls Lacrosse)	Berkeley High				2/10/03	5/10/03
Sam Nickelsen	Assistant Coach (Boys Baseball)	Berkeley High				2/10/03	6/07/03
Joey Watanabe	Assistant Coach (Boys Lacrosse)	Berkeley High				2/10/03	5/17/03
<u>WORKING EVENING SHIFT, OUT OF CLASS, ATTENDANT DUTIES, OR AS CONFIDENTIAL EMPLOYEE</u>							
Siu Lau	Accountant	State & Federal	State & Federal	47/1	1.0 FTE 5% differential (+ \$.95 hr.)	1/01/03	6/30/03
Claudia Waters	Instructional Assistant (Special Ed.)	King	Sp.Ed.	31/3	.80 FTE 10% differential (+ \$1.41 hr.)	5/05/03	6/13/03
Adriane Stannish	Instructional Assistant (Special Ed.)	John Muir	Sp.Ed.	31/3	.80 FTE 10% differential (+1.41 hr.)	5/13/03	6/13/03

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BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Eric D. Smith
Associate Superintendent of Business and Operations (CBO)
DATE: May 21, 2003
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. Cor-O-Van to provide moving services at King Middle School from the portable buildings to the new buildings. The cost will not exceed \$19,934.84. To be paid from Measure AA Budget. Requested by Lew Jones.
2. Noli/Porter Services to facilitate and support the site Vision Planning process in May and June, 2003. The cost will not exceed \$4,500. To be paid from II/USP Budget. Requested by Jason Lustig.
3. Nina Handler to provide consultant services for After School Learning Program at Thousand Oaks School for jewelry making class. The cost will not exceed \$562.50. To be paid from ASLP Budget. Requested by Jesse Ramos.
4. Increase in contract to Bay Area Community Resources to provide Parent Education services at Jefferson School. Board approval in the amount of \$41,880 on August 7, 2002. The additional time required will increase the cost by \$10,500 for a total amount of \$52,380. To be paid from T. Hughes Family School Partnership, 4000 Donation, Site Employee Performance Award and Healthy Start Budgets. Requested by Betty Delaney.
5. Ratification of contract to SBC to provide internet services for the period July 1, 2002 through June 30, 2003. The cost will not exceed \$14,300. To be paid from General Fund Budget. Requested by Eric D. Smith.
6. Bernadette Evans-Smith Ph. D, to provide Individualized Educational Program services at a rate of \$70 to \$160/hr. per

- mediated agreement for special education students for the period January 2002 through June 2003. The cost will not exceed \$8,160. To be paid from General Fund Budget. Requested by Ken Jacopetti.
7. Nancy Gray to provide technical assistance to BUSD in exploring funding opportunities for the 2004-2007 round of the Federal Magnet Assistance Program for the period March 20, 2003. The cost will not exceed \$807. To be paid from Magnet Assistance Program Budget. Requested by Carla Basom.
 8. Robert Wilson, PH.D, to provide clinical psychologist service to design and present several Parent Training Workshops at Hopkins ECE, at a rate of \$150/hour for the period September 2002 through June 2003. The cost will not exceed \$3,000. To be paid from BSEP Budget. Requested by John Santoro.
 9. Younger-Wunar, Inc., to repair and replace shingles at Rosa Parks School. The cost will not exceed \$1,500. To be paid from Measure BB. Requested by Rhonda Bacot.
 10. Everett Herbert to provide substance abuse counseling at a rate of \$20/hour for the period January 7, 2003 through June 30, 2003. The cost will not exceed \$17,000. To be paid from DAPP Budget. Requested by Ken Jacopetti.
 11. Laurie Polster to provide art classes to 4th and 5th grade students at Jefferson School for the period March 2003 through June 2003. The cost will not exceed \$2,160. To be paid from 4000 Donation Budget. Requested by Betty Delaney.
 12. Jane Del Simone to provide consultant services “Marketing Fee-Based Classes” workshop on March 28, 2003. The cost will not exceed \$300. To be paid from Adult School BARRC Budget. Requested by Margaret Kirkpatrick.
 13. Ann Overton to provide consultant services “Easy to Make Teaching Materials” workshops on March 28 and April 3, 2003. The cost will not exceed \$500. To be paid from Adult School BARRC Budget. Requested by Margaret Kirkpatrick.
 14. Katherine Lieban to provide consultant services “Cooperation, Competition and Creativity” workshop on March 14, & 27, 2003. The cost will not exceed \$250 plus mileage. To be paid from Adult School BARRC. Requested by Margaret Kirkpatrick.

15. Brodart Co. Automation Conversion Department to provide services for the retrospective conversion of BUSD's video library for approximately 1750 records at the rate of \$1.18 per record plus seven cents per smart bar code for a total cost not to exceed \$2,300. To be paid from BSEP Fund 6 Budget. Requested by Monica Thyberg.

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: Lew Jones, Director of Facilities
DATE: May 21, 2003
SUBJECT: Approval to Award the Replacement of the LeConte Roof

BACKGROUND INFORMATION

The Board approved advertisement to receive bids to replace the roof at LeConte Elementary School. Five contractors submitted bids. The low bidder is Best Roofing.

The base bid is to replace the roof. The alternate is to repair several skylights. We recommend award of the base bid and the alternate.

POLICY/CODE

California Public Contract Code 20110- 20118.

FISCAL IMPACT

The Deferred Maintenance Fund for a total of \$127,500. The project is under budget.

STAFF RECOMMENDATION

Approve the award of the contract to Best Roofing for \$127,500.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 21, 2003
SUBJECT: Approval to Award the Public Address System at Berkeley High School

BACKGROUND INFORMATION

The Board approved advertisement to receive bids to install a Public Address System at Berkeley High School (to be integrated into the telephone system). Six contractors attended the job walk, but only two submitted a bid. The low bidder is Younger-Wunar.

The bid includes the addition of speakers into every classroom that does not currently have them and will add speakers to the hallways and a few external speakers. All buildings will be connected except the old gym and the portables. In addition to the bid price, BUSD will purchase a few electronic cards in the telephone cabinet itself to make the system fully function.

POLICY/CODE

California Public Contract Code 20110- 20118.

FISCAL IMPACT

The Berkeley School Excellence Project (BSEP) Fund 7 for a total of \$145,000. The project is under budget.

STAFF RECOMMENDATION

Approve the award of the contract to Younger-Wunar for \$145,000.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 21, 2003
SUBJECT: Approval to Award the Jefferson Landscape Project

BACKGROUND INFORMATION

The Board approved advertisement to receive bids to improve the landscape at Jefferson Elementary School. Five contractors attended the job walk, but only three submitted a bid. The low bidder is Younger-Wunar.

The Board previously approved the schematic design. The base bid includes the base project approved at that time. It also includes the removal of the two abandoned portables. There are three alternates. The first alternate includes additional play equipment, picnic tables and a drinking fountain; the second alternate includes additional planting, a mow strip, irrigation and entry treatment; the third alternate includes all other improvements, including wood terracing, bike racks, backstop renovations, modified play surfacing, and additional planting.

The project funding for the portable removal is from the Bond; the landscape improvements are funded from the Berkeley School Excellence Project (BSEP) Fund 7. The cost for the portable removal is \$40,000, the cost for the playground improvements (base bid) is \$236,000. The project is within budget.

The base bid does not include as much play equipment as we believe is desirable. We think that the District would benefit from awarding the first alternate. There is insufficient money in the established project budget to award this alternate. The BSEP Fund 7 budget has available funds which could be used to increase the project budget. The BSEP Planning and Oversight Committee was consulted on May 13, 2003 about increasing the budget of this project. They are in agreement with this recommendation to increase the budget.

POLICY/CODE

California Public Contract Code 20110- 20118.

FISCAL IMPACT

The Berkeley School Excellence Project (BSEP) Fund 7 for \$277,600 and the Measure AA Bond for \$40,000. Total award is \$317,600.

STAFF RECOMMENDATION

Approve the award of the contract to Younger-Wunar for \$317,600.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 02-89

RECOMMENDATION

It is recommended that the Board accept the base bid in the amount of **\$276,000 plus Alternates #1 in the amount of \$41,600, for a total amount of \$317,600** to **Younger-Wunar, Inc.**, for the Landscape Renovation Project at Jefferson School.

SUMMARY AND DISCUSSION

The Board authorized advertisement for the purpose of bidding the Landscape Renovation Project at Jefferson School on April 2, 2003. and bid opening date to be May 5, 2003. Three bids were picked up and three bids were received for the project.

The Board as heretofore on April 2, 2003 adopted Resolution No. 02-69 for the Landscape Renovation Project at Jefferson School as more fully described in the specification of Bid Schedule No. 2284.

The following bids were received on May 5, 2003.

<u>Contractor</u>	<u>Base Bid</u>	<u>Alt.#1</u>	<u>Alt.#2</u>	<u>Alt.#3</u>	<u>Total Bid</u>
Younger-Wunar,	\$276,000	\$41,600	\$17,000	\$35,000	\$369,600
Cleary Bros.	320,325	30,430	28,765	37,650	417,170
De Jani Construction	383,000	0	0	0	383,000

FINANCIAL IMPLICATIONS

This project will be funded from the BSEP Fund 7.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED, that the bid of **Younger-Wunar, Inc., in the amount of \$317,600.00** be and the same hereby accepted; and the Associate Superintendent and/or Purchasing Manager of this Board be and they are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

Resolution No. 02-89

continue

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 21st day of May, 2003.

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
Board Policy: DJED

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Rhonda Bacot, Director of Maintenance
DATE: May 21, 2003
SUBJECT: Authorization to award contract for Willard Middle School Walkway Roof Maintenance.

BACKGROUND INFORMATION

On April 2, 2003 the Board approved a request to call for bids for Willard Middle School Walkway Roof Maintenance. A mandatory job-walk was held April 16, 2003 and attended by four contractors. On May 7, 2003 bids were received from all four contractors and reviewed by District staff.

POLICY/CODE

California Public Contract Code 20110 - 20118.

FISCAL IMPACT

The Project is funded by the Deferred Maintenance budget.

STAFF RECOMMENDATION

Staff recommends accepting the bid received from State Roofing Systems for \$31,934.00 and award a contract for Willard Middle School Walkway Roof Maintenance.

Berkeley UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 02-90

RECOMMENDATION

It is recommended that the Board accept the base bid in the amount of **\$31,934.00** to State Roofing Systems, for Roofing Walkway Maintenance at Willard Middle School.

SUMMARY AND DISCUSSION

The Board authorized advertisement for the purpose of bidding the Roofing Walkway Maintenance at Willard Middle School on April 2, 2003, and bid opening date to be May 7, 2003. Three bids were picked up and three bids were received.

The Board as heretofore on April 2, 2003 adopted Resolution No.02-67 for the Roofing Walkway Maintenance at Willard Middle School as more fully described in the specification of Bid Schedule No. 2282.

The following bids were received on May 7, 2003.

<u>CONTRACTOR</u>	<u>Base Bid</u>
State Roofing Systems	\$31,934
Best Roofing & Waterproofing Inc.	32,860
Western Roofing Service	41,735

FINANCIAL IMPLICATIONS

Project will be funded from the Deferred Maintenance Fund

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED, that the bid of State Roofing Systems, **in the amount of \$31,934.00** be and the same hereby accepted; and the Associate Superintendent and/or Purchasing Manager of this 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 21st day of May, 2003.

Resolution No. 02-90
continue

AYES:

NOES:

ABSENT:

ABSTAIN:

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

Public Contract Code:20111
Board Policy: DJED

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Rhonda Bacot, Director of Maintenance
DATE: May 21, 2003
SUBJECT: Authorization to award a contract for Dead and Diseased Tree Removal and Tree Pruning Services at Various Sites including all alternates.

BACKGROUND INFORMATION

On April 2, 2003 the Board approved a request to call for bids for Dead and Diseased Tree Removal and Tree Pruning Services at Various School Sites. After further evaluation tree removal at Willard, Emerson and Jefferson Schools was requested as alternate bids.

Additional Bid Tree Removal List:

Willard Alt 1:	1 Italian Cypress
	1 Pine
	1 Ceanothus
Emerson Alt2:	1 Pine on Rose St. (previously on pruning list)
Jefferson Alt 3:	1 Acacia (previously on pruning list)

Four contractors received plans and specifications. On May 7, 2003 District staff reviewed bids. Three contractors returned responsible bids. One contractor did not include all required contract documents and is therefore non-responsive.

POLICY/CODE

California Public Contract Code 20110 - 20118.

FISCAL IMPACT

The project is funded by Measure BB funds.

STAFF RECOMMENDATION

Staff request authorization to award a contract to Ponderosa Tree Service including alternates for \$22,275.00 for Dead and Diseased Tree Removal and Tree Pruning Services at Various Sites.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 02-91

RECOMMENDATION

It is recommended that the Board accept the base bid in the amount of **\$18,000 plus Alternates #1 in the amount \$275, Alternate #2 in the amount of \$3,400 and Alternate #3 in the amount of \$600** for a **total amount of \$22,275 to Ponderosa Tree Service** for Dead and Diseased Tree Removal and Tree Pruning Services at Various Sites.

SUMMARY AND DISCUSSION

The Board authorized advertisement for the purpose of bidding the Dead and Diseased Tree Removal and Tree Pruning Services at Various Sites on April 2, 2003 and bid opening date to be May 7, 2003. Four bids were picked up and three bids were received.

The Board as heretofore on April 2, 2003 adopted Resolution No. 02-68 for the Dead and Diseased Tree Removal and Tree Pruning Services at Various Sites, as more fully described in the specification of Bid Schedule No. 2283.

The following bids were received on May 7, 2003.

<u>Contractor</u>	<u>Base Bid</u>	<u>Alt.1</u>	<u>Alt.2</u>	<u>Alt.3</u>
Ponderosa Tree Service	\$18,000	\$275	\$3,400	\$600
Cagwin & Dorward	17,000	0	5,040	500
Cleary Brothers	17,640	420	4,900	495
Pacheco Brothers	22,900	0	0	0

FINANCIAL IMPLICATIONS

Project will be funded from Measure BB.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED, that the bid of PONDEROSA TREE SERVICE, in the amount of \$22,275.00 be and the same hereby accepted; and the Associate Superintendent and/or Purchasing Manager of this Board be and they are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

Resolution No. 02-91
continue

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 21st day of May, 2003.

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 Contact Code: 20111
Board Policy:DJED

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Rhonda Bacot, Director of Maintenance
DATE: May 21, 2003
SUBJECT: Authorization to award contract for Grounds Renovation at Cragmont School

BACKGROUND INFORMATION

On April 2, 2003 the Board approved a call for bids for Grounds Renovation Work at Cragmont School. Two contractors received plans and specifications for this project. On May 6, 2003 two bids were received for this project and reviewed by District staff. One contractor did not turn in all required documents and is therefore non-responsive.

POLICY/CODE

California Public Contract Code 20110 - 20118.

FISCAL IMPACT

The project is funded by Measure BB.

STAFF RECOMMENDATION

It is recommended that a contract for Ground Renovation at Cragmont School be awarded to Cleary Bros. Landscape Inc. for \$24,500. We believe this proposal to be a good bid. Time is essential for the success of this project and there is no time to re-call for bids.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 02-92

RECOMMENDATION

It is recommended that the Board accept the base bid in the amount of **\$24,500.00 of Cleary Brothers Landscape Inc.**, for Grounds Renovation Project at Cragmont School.

SUMMARY AND DISCUSSION

The Board authorized advertisement for the purpose of bidding the Grounds Renovation Project at Cragmont School on April 2, 2003, and bid opening date to be May 6, 2003. Two bids were picked up and two bids were received.

The Board as heretofore on April 2, 2003 adopted Resolution No. 02-66 for the Grounds Renovation Project at Cragmont School as more fully described in the specifications of Bid Schedule No. 2281.

The following bids were received on May 6, 2003.

<u>CONTRACTOR</u>	<u>BASE BID</u>
Cleary Brothers Landscape Inc.,	\$24,500
Pacheco Brothers Gardening Inc.	Non- Responsive

FINANCIAL IMPLICATIONS

Project will be funded from Measure BB Fund.

RESOLUTION

NOW, THEREFORE, BE IT RESOLVED that the bid of Cleary Brothers, Landscape Inc., in the amount of \$24,500.00 is and the same hereby accepted; and the Associated Superintendent and/or Purchasing Manager of this 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 21st day of May, 2003

Resolution No. 02-92
continue

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
Board Policy: DJED

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Rhonda Bacot, Director of Maintenance
DATE: May 21, 2003
SUBJECT: Authorization to reject and Not Re-Advertised for Bids for Replacement of Worn Elevator Controls at Jefferson School.

BACKGROUND INFORMATION

On April 2, 2003 the Board approved a request to call for bids to replace the worn elevator controls at John Muir School. Three contractors received plans and specifications for the project. No proposals for the work were received from the contractors by the bid opening deadline date. District staff will review the plans and specifications for sufficiency. A call for bids will be requested after review of plans and specifications at a future Board meeting.

POLICY/CODE

California Public Contract
Code 20110 - 20118.

FISCAL IMPACT

None

STAFF RECOMMENDATION

Staff recommends to reject and not re-advertise for bids to replace the worn elevator controls at John Muir School until the plans and specifications are evaluated for sufficiency.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Eric D. Smith, Associate Superintendent,
Business and Operations (CBO)
DATE: May 21, 2003
SUBJECT: Liability claims submitted to Berkeley Unified School District

BACKGROUND INFORMATION:

The following claims for damages to person or property have been filed against Berkeley Unified School District:

1. Claim filed by a parent for payment of medical expenses, pain and suffering and emotional distress incurred when her child allegedly broke his nose while playing in the Longfellow Middle School gym before school.
2. Claim filed by a parent for the replacement cost of a violin allegedly damaged during a performance of the Young Performers Ensemble at Longfellow Middle School.

POLICY/CODE:

Government Code Section 910

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Deny all claims presented.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Superintendent Michele Lawrence and
Board of Directors
FROM: Policy Manual Subcommittee
DATE: May 21, 2003
SUBJECT: Second Reading of Mandated Board of Education Policies:
Policy Manual Subcommittee Recommendations

BACKGROUND INFORMATION:

The subcommittee met twice for several hours. The following language changes are recommended based on board members' concerns specified at the April 23 Board Meeting.

BP 1312.3 Uniform Complaint Procedures

At 1312.3(a) second paragraph, revise first sentence to read: "The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on **race, ancestry, national origin**, ethnicity, religion, age, gender, sexual orientation, color, **marital or parental status**, physical or mental disability **or the perception of one or more of such characteristics** in any program or activity..."

BP/AR 1330 Use of School Facilities

At BP 1330(a) add the following language after last paragraph on page (paragraph beginning with "The Board shall grant..."):

"Non-Discrimination Policy for Organizations Using District Facilities

Requirements. No use of school facilities or grounds shall be permitted by any individual, organization or group which discriminates in the hiring, promotion, assignment or discharge of employees or with respect to volunteers, membership or clientele, on the basis of sexual orientation, mental status, age, Acquired Immune Deficiency Syndrome (AIDS), AIDS Related Complex (ARC), physical handicap or disability or any other basis made unlawful by federal, state or local law.

Signed Declaration. Every organization applying for use of District facilities under the Civic Center Act shall be required to sign a declaration stating that it is in compliance with the Non-Discrimination Policy. Refusal to sign this declaration shall constitute grounds for denying permission to use District facilities or grounds.

These provisions are subject to legal requirements, district policies and regulations.”

At AR 1330(a) add the following language at end of subsection entitled “**Application for Use of Facilities**”:

Signed Declaration. Every organization applying for use of District facilities under the Civic Center Act shall be required to sign a declaration stating that it is in compliance with the Non-Discrimination Policy. Refusal to sign this declaration shall constitute grounds for denying permission to use District facilities or grounds.

This provision is subject to legal requirements, district policies and regulations.”

At E 1330 remove Civic Center Act as exhibit because some provisions have been adjudicated unconstitutional.

With regard to issues not addressed in this AR such as rates and pool use, it is recommended that the Superintendent be directed to develop and implement a process for making any needed revisions and additions.

BP/AR 3270 Sale and Disposal of Books, Equipment and Supplies

BP 3270(a): Delete number 3 pending development of the district’s Controversial Issues policy. First Amendment issues raised by this paragraph overlap with issues being considered in connection with the district’s Controversial Issues Policy, currently under development. Revisions to BP 3270 should be coordinated with adoption of the Controversial Issues Policy.

At AR 3270(a), revise as follows:

The Board hereby delegates to the Superintendent or designee the authority to:

The Governing Board may dispose of personal property belonging to the district by any of the following methods:

1. **Conduct private sales, without advertisement, of personal property that does not exceed \$2,500 value.** ~~If the Board members attending a meeting unanimously agree that the property is worth no more than \$2,500, the Board may designate any district employee to sell the property without advertising.~~ (Education Code 17546)
2. ~~The Board may~~ Advertise for bids and either sell the property to the highest responsible bidder or reject all bids. (Education Code 17545)

Notice for bids shall be posted in at least three public places in the district for at least two weeks or published at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, published within the district. (Education Code 17545)

Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 17546)

3. ~~The Board may~~ Authorize the sale of the property by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. Notice related to the auction shall be posted or published as described in item #2 above. (Education Code 17545)
4. Without advertising for bids, ~~the Board may~~ sell the property to agencies of federal, state or local government, to any other school district, or to any agency eligible under the federal surplus property law (40 USC 484(j)(3)). In such cases, the sale price shall equal the cost of the property plus estimated cost of purchasing, storing and handling. (Education Code 17540)

1.2-A

5. Without advertising for bids, ~~the Board may~~ sell or lease the property to agencies of federal, state or local government or to any other school district. In such cases, the price and terms of the sale or lease shall be fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)
6. ~~If the Board members attending a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be~~ **Donated** to a charitable organization deemed appropriate by the Board or ~~may be disposed of by dumping,~~ **items of personal property where the value of the property is insufficient to defray the costs of arranging a sale.** (Education Code 17546)

BP 3551 Food Service Operations

At 3551(b) second paragraph under Contracts with Outside Providers:

Eliminate the word “fast” from line two;

Revise last sentence to read: “The franchise agreement and food purchases shall be subject to the competitive bidding requirements of the National School Lunch and School Breakfast Programs, **and Board-adopted nutritional standards.**”

BP 3554 Other Food Sales

At 3554(b) revise sentence to read: “No foods of minimal nutritional value shall be sold on school premises **during the breakfast and lunch periods.**”

AR 4040 Employee Use of Technology

No revision in policy. However, some of the language in the Administrative Regulation, is outdated and will need revision.

BP 5020 Parent Rights and Responsibilities

Adopt and revise in conjunction with parents.

BP/AR 5022 Student and Family Privacy Rights

BP 5022: Adopt and revise in consultation with parents and guardians.

At AR 5022(b):

1.2-A

Eliminate numbers 2, 3, and 5.

For numbers 1 and 4 add the following phrase at end: “as required by law”

For number 6, add the following phrase at end: “as approved by the Superintendent or designee.”

Renumber as appropriate.

At AR 5022(c) first paragraph line three, eliminate words “for marketing”

AR 5113.1 Truancy

The definitions in this section reflect state law. The strategies set forth reflect what districts must and may do to address truancy issues. The Subcommittee recommends adoption of the AR as a placeholder and that the Superintendent be directed to work with staff and the community to develop a more specific plan for addressing truancy.

AR 5121 Grades/Evaluation of Student Achievement

The Subcommittee recommends this be pulled and the Superintendent directed to establish a process for developing an AR appropriate for BUSD, because of the profound implications this regulation will have throughout the district.

AR 5123 Promotion/Acceleration/Retention and Assignment

This is current Board policy. The Administrative Regulations will be brought to the Board for information at the June 4, 2003 meeting.

BP/AR 5125.1 Release of Directory Information

AR 5125.1(a) **Definition** section:

Delete numbers 4, 5, 7, 8, 9, 11, 12. Renumber as appropriate.

AR 5144.1 Suspension and Expulsion/Due Process

At 5144.1(z) correct typo: Last word of numeral 6 should be “period.”

1.2-A

BB9322 Agenda/Meeting Materials

At 9322(a)-(b) Agenda Preparation the first **four** paragraphs should read as follows:

The Superintendent, as Secretary to the Board, in consultation with the Board president, shall prepare the agenda for each regular and special meeting.

Any Board member may place an item on the agenda of a regular meeting. The item must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. *(New paragraph)*

~~Any Board member or~~ Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least ~~one~~ **two** weeks before the scheduled meeting date. Items submitted less than a **two** weeks before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request **from a member of the public** is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

BB9323 Meeting Conduct

At 9323(a) Meeting Procedures :

Revise second paragraph to read: “The Board President shall conduct Board Meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority. **In all matters not covered by the bylaws and procedures which govern the Board, the parliamentary rules set forth in the most current issue of ‘Robert’s Rules of Order’ shall be followed.**”

At 9323(b) Abstentions: Delete this section

At 9323 (b)-(c) Public Participation:

Last sentence of number 2, change to: “The selection of speakers will be determined by the Chair.”

The subcommittee is recommending that the Board include the provisions outlined above which will be incorporated into the formal Policy Manual and put on the District’s web page upon approval.

POLICY/CODE

As indicated above.

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve all mandated policies with modifications presented by subcommittee.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Michele Lawrence, Superintendent
DATE: May 21, 2003
SUBJECT: Resolution No. 02-85 for Reduction or Elimination of Specified Classified Positions

BACKGROUND INFORMATION:

The District is seeking other sources for funding for the positions discussed below, however in light of the Education Code requirements, it is necessary for the Governing Board to set forth and act on these reductions of Classified positions so that each employee affected can be timely notified as prescribed by union contract. Because of the shifting of funding sources as well as the increase in personnel costs without monies to cover those costs, these positions are being eliminated or reduced.

POLICY/CODE:

Education Code Section 45117 states that classified employees may be laid off due to lack of funds or lack of work.

FISCAL IMPACT:

Reduction in employee costs to alleviate budget deficit.

STAFF RECOMMENDATION:

Approve Resolution No. 02-85.

**BEFORE THE GOVERNING BOARD OR THE
BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 02-85**

Elimination of Specified Classified Positions for 2003-2004

WHEREAS, due to lack of funds and/or lack of work, the Board of Education of the Berkeley Unified School District hereby finds it necessary to eliminate or reduce in hours the positions set forth herein below to the following extent:

- .55 FTE Instructional Technician (EDP)
- .57 FTE Instructional Specialist (CNN)
- 1.60 FTE Instructional Assistant (ECE)
- 1.00 FTE Senior Accountant (Payroll)

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

1. That the classified positions specified herein above be eliminated or reduced in hours by layoff pursuant to District rules and regulations and applicable provisions of the California Education Code and the current collective bargaining agreement.
2. That said reduction by layoff becomes effective on or before July 1, 2003.
3. That the Superintendent or designee has been directed to give a notice of layoff to the affected classified employee and any employee subject to displacement, pursuant to California Education Code Section 45117 and applicable provisions concerning layoff and reemployment in the current collective bargaining agreement.

4. That the affected classified employee laid off pursuant to this resolution shall be eligible for reemployment pursuant to California Education Code Section 45298 and applicable provisions concerning layoff and reemployment in the collective bargaining agreement.

The foregoing Resolution was adopted by the Board of Education of the Berkeley Unified School District on the 21st day of May, 2003 as the same appears of record in my office.

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Michele Lawrence, Secretary to the Board of Education of the Berkeley Unified School District, County of Alameda, State of California, do hereby certify the foregoing to be a true and correct copy of a resolution adopted by the Board of Education of the aforesaid school district as the Board meeting held on the 21st day of May, 2003, as the same appears of record in my office.

Michele Lawrence Secretary to the Board of Education
of the Berkeley Unified School District

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Eric D. Smith, Associate Superintendent of Business and Operations (CBO)
DATE: May 21, 2003
SUBJECT: Certification of Third Interim Financial Report

INTRODUCTION

Staff has prepared the Third Interim Financial report in compliance with Education Code requirements. The Third Interim Report covers the reporting period from July 1, 2002 through May 9, 2003. The report is required to be approved by the governing board by June 1, 2003 whether or not the district is able to meet its financial obligations. The following certifications may be assigned:

- **Positive:** assigned to any district that based on current projections will meet its financial obligations in the current fiscal year and two subsequent fiscal years.
- **Qualified:** assigned to any district, that based on current projections, may not be able meet its financial obligations in the current fiscal year and two subsequent fiscal years.
- **Negative:** assigned to any district that based on current projections will not be able to meet its financial obligations for the remainder of the current fiscal year or the subsequent fiscal year.

School districts that have a Negative certified Second Interim Financial Report are required to prepare a Third Interim Financial Report by June 1st of that fiscal year. The primary purpose of this report is to provide the district with a timely projection of the ending fund balance for the current fiscal year.

Included in the Multi-Year Projections are the Board Approved reductions for the 2002-2003 fiscal year. The Third Interim Report, including the Multi-Year Projections, was prepared utilizing the School Services of California, Inc. Financial Dartboard, which provides school districts with economic indicators for budget projections.

The Third Interim Report contains the following documents for review and consideration by the governing board:

1. District certification of Third Interim Report
2. J-251 Forms for General Fund Summary and Restricted and Unrestricted formats
3. J-251 for all other district funds
4. J-250A Average Daily Attendance
5. J251RL Revenue Limit Form
6. General Fund multi year projection using the MYP software
7. Criteria and Standards

Based on a projection of current year revenue and expenditures, the District's combined general fund (including Measure BB and BSEP carryover), is projected to end the 2002-03 fiscal year with a deficit of \$7,679,762.01.

Lastly, the State of California is currently deferring the June general purpose apportionment and four categorical apportionments—SIP, Home to School and Special Education Transportation, Targeted Instructional Improvement Grant and Supplemental Grants—from late June to July, thereby reducing the floor of the Proposition 98 guarantee beginning with fiscal year 2003-04. School Services of California, and our own independent auditor, Gilbert Associates, Inc, recommend that we set up the deferrals as accounts receivable in the current fiscal year. However, due to the volatile nature of the State's budget, there is a remote possibility that these deferrals could become permanent revenue reductions. In the event that the deferrals became permanent, the District would lose revenue in the following amounts:

June General Purpose Apportionment	\$2,187,523.00
School Improvement Grant (SIP)	\$ 171,146.00
Home to School Transportation	\$ 265,440.00
Targeted Instructional Improvement Grant	\$ 1,172,574.00
Supplemental Grant	\$ 0.0
Total	\$ 3,796,998.00

Under separate cover are the Multi-Year Projected detail financial statements.

POLICY/CODE:

Education Code Section 42100 – 42134 Et esq.

FISCAL IMPACT

Not Applicable

STAFF RECOMMENDATION

That the Board of Trustees accept the Negative Certification of the Third Interim Report, certifying that the District will be unable to meet its financial obligations for the current and two subsequent years without significant expenditure reductions and revenue enhancements.

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later than
June 1, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA):

County/District Code: **0161143**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval:

District Superintendent: **Michele Lawrence**

Address: **2134 Martin Luther King Jr. Way**

City: **Berkeley**

Zip code: **94704**

Phone: **(510) 644-6147**

Fax: **(510) 540-5358**

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Michele Lawrence

Printed or typed name of Superintendent

Date

Signature of Superintendent

Joaquin J. Rivera

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

District: _____ Date: _____

CHECKLIST FOR LOCAL EDUCATIONAL AGENCY PLANS

Section 1112 of the No Child Left Behind Act of 2001

N/A	REQUIRED CONTENTS	NO	YES	PAGE #
	<p>Whole Document</p> <ol style="list-style-type: none"> 1. Descriptions are clear, complete, and concise. 2. Specific information for required activities. 3. Identified student needs are addressed. 4. All Federal and State Programs are addressed. 5. Related goals and activities are aligned. 6. Activities are congruent with identified resources. 7. Parent involvement, and qualifications of teachers and paraprofessionals are addressed throughout the plan. 8. Plan spans a five-year period. 		✓ ✓ ✓ ✓ ✓ ✓ ✓	
	<p>District Profile</p> <ol style="list-style-type: none"> 9. The LEA’s characteristics are described to provide context and rationale for the activities included in the plan. <p>High-quality Local Assessments (if any)</p> <ol style="list-style-type: none"> 10. Identify instructional needs of low-achieving students and the grades to which they apply. 11. Other indicators in addition to academic measures. 		✓ ✓ ✓	13-14 15 15
	<p><i>Goal #1 - Reading</i></p> <ol style="list-style-type: none"> 12. Comprehensive description of activities. 13. Activities improve reading instruction and student performance. 14. Reading instructional materials, standards, assessments, and professional development are aligned. 15. Extended learning time, technology access, targeting lowest-performing students, and monitoring of reading program effectiveness 		✓ ✓ ✓ ✓	16-18 17-19 16-17 17,19,20
	<p><i>Goal #1 – Mathematics</i></p> <ol style="list-style-type: none"> 16. Comprehensive description of activities. 17. Activities improve mathematics instruction and student performance. 18. Mathematics instructional materials, standards, assessments, and professional development are aligned. 19. Extended learning time, technology access, targeting lowest-performing students, and monitoring of math program effectiveness 		✓ ✓ ✓ ✓	21 21-25 21,23 22,24
	<p><i>Goal #2 – Limited English Proficient (LEP) Students</i></p> <ol style="list-style-type: none"> 20. Complete description of activities. 21. High quality, scientifically based language instruction. 22. Annual measurable achievement objectives. 23. High quality professional development 24. Parent notification requirements. 25. Activities for immigrant students. 		✓ ✓ ✓ ✓ ✓ ✓	26 27 28 28 30,31 32-34
	<p><i>Goal #3 – Professional Development activities, needs and strengths</i></p> <ol style="list-style-type: none"> 26. Description of needs and strengths. 27. Activities ensure high quality teaching that are: <ol style="list-style-type: none"> a. Aligned with state standards and assessments, b. Based on scientific research, 		✓ ✓ ✓ ✓ ✓	35,36 27 38

	c. Designed to eliminate achievement gaps, d. Based on needs of teachers and principals e. Based on collaborative planning, f. Enable teachers to address diverse student needs, improve student behavior, understand and use assessment data, and involve parents.		√ √ √ √	38 39 41 41,42
	28. Coordination of all professional development activities (Title II – Part A, Title II – Part D (Technology))			42
N/A	REQUIRED CONTENTS	NO	YES	PAGE #
	<i>Goal #4 – SDFSC/TUPE</i>			
	29. Description of strengths, needs, and activities (including removal of barriers such as attendance and behavior).		√	43-45
	30. Prevention of risk behaviors regarding alcohol, tobacco, other drug use, and violence.		√	46
	31. Analysis of California Student Survey (CSS), California Healthy Kids (CHKS), and California Safe Schools Assessment (CSSA) data provides the basis for selection of each science-based and research-based activity.		√	53
	32. Safe and Drug Free Schools and Communities (SDFSC) services are:		√	
	a. coordinated,		√	54
	b. targeted to schools and students with greatest needs, and		√	54
	c. inform and involve parents.		√	54
	33. Tobacco Use Prevention Education (TUPE) services and referral procedures for students, including pregnant and parent minors.		√	55
	34. Evaluate and continuously improve effectiveness of alcohol, tobacco, other drug use, and violence prevention programs.		√	52
	35. Steps and timelines for providing SDFSC and TUPE evaluation results to the public.			53
	<i>Goal #5 – Graduation, Dropouts, and Advanced Placement</i>			
	36. Description of activities.		√	56,75
	37. Activities improve graduation rates by decreasing dropout rates and ensure equal access to Advanced Placement opportunities.		√	57-60
	Other Mandatory Title I Descriptions			
	Poverty Criteria			
	38. Statement of poverty criteria.		√	61
	39. Targeted Assistance Schools: How students are identified.		√	61-64
	Neglected and Delinquent, Community Day, and Homeless			
	40. Description of Title I-funded programs for N&D students in community day schools, and homeless.		√	65
	Program Improvement			
	41. Description of LEA activities to assist Program Improvement schools		√	66
	42. Description of LEA activities to implement public school choice and supplemental services for students in PI schools.		√	66
	Title I/II coordination			
	43. Title I and Title II programs are coordinated to provide professional development opportunities for parent involvement and teacher and paraprofessional qualifications.		√	67
	Coordination of Educational Services			
	44. Coordinated and integrated educational services increase program effectiveness for:		n/a	67
	a. Even Start		n/a	
	b. Head Start		n/a	
	c. Reading First		n/a	

	d. Early Reading First e. Other preschool programs f. Migrant, neglected or delinquent, Native American (Title VII – Part A), homeless, immigrant, limited-English proficient, and children with disabilities.		n/a √	
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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this plan.

Federal Programs		State Programs	
√	Title I, Part A	√	EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
√	Title III, Immigrants	√	Tobacco Use Prevention Education (Prop 99)
√	Title IV, Part A, Safe and Drug-Free Schools and Communities		Immediate Intervention/ Under performing Schools Program
√	Title V, Part A, Innovative Programs – Parental Choice	√	School Safety and Violence Prevention Act (AB113, AB 658)
√	Adult Education	√	Tenth Grade Counseling
	Career Technical Education		Healthy Start
√	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	IDEA. Special Education	√	Other: Title VII Grant
√	21 st Century Community Learning Centers	√	Other: Berkeley Schools Excellence Project(BSEP) – a parcel tax supported program
		√	Other: Linking, Education, Activity and Food (LEAF)

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 District Services To Students At School Sites (\$)	2002-03 Direct Services To Students at School Sites (%)
Title I, Part A	210,515	1,666,213	1,595,319	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II, Part A, Subpart 2, Improving Teacher Quality	251,862	441,575	650,173	94%
Title II, Part D, Enhancing Education Through Technology	0	49,783	46,677	94%
Title III, Limited English Proficient	0	88,060	82,888	94%
Title III, Immigrants	0	30,066	28,300	94%
Title IV, Part A, Safe and Drug- Free Schools and Communities	0	67,951	63,711	94%
Title V, Part A, Innovative Programs – Parental Choice	10,687	41,505	48,935	94%
Adult Education	0	730,677	693,705	95%
Career Technical Education				
McKinney-Vento Homeless Education	0	75,000	70,710	94%
IDEA. Special Education	0	7,159,148	6,417,848	90%
21 st Century Community Learning Centers	124,589	547,384	630,042	94%
Other: Title VII Grant	237,458	425,538	621,625	94%
Total	835,111	11,322,900	10,949,933	

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 District Services To Students At School Sites (\$)	2002-03 Direct Services To Students at School Sites (%)
EIA – State Compensatory Education	48,355	60,080	105,276	97%
EIA – Limited English Proficient	129,543	368,276	483,320	97%
State Migrant Education				
School Improvement	189,730	417,127	589,182	97%
Child Development Programs	625,068	4,982,921	4,723,217	84%
Educational Equity				
Gifted and Talented Education	29,362	89,691	115,481	97%
Tobacco Use Prevention Education (Prop 99)	0	14,482	14,048	97%
Immediate Intervention/ Under performing Schools Program	0	79,600	77,212	97%
School Safety and Violence Prevention Act (AB113, AB 658)	168,772	0	158,241	94%
Tenth Grade Counseling	33,611	22,171	54,109	97%
Healthy Start	104,828	346,921	423,560	94%
Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)				
Other: LEAF	0	235,000	197,339	94%
Total	1,329,269	6,616,269	6,940,985	

Part II

The Plan

Needs Assessment

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

BERKELEY UNIFIED SCHOOL DISTRICT NEEDS ASSESSMENT

The Superintendent, site administrators and district personnel facilitated comprehensive community and staff input sessions in the fall. The two questions that all participants were asked to respond to were: *“What are the elements, programs, components that we currently have in place that make us an effective school district for all students”* and *“What are the tasks and objectives that we need to accomplish for us to be a more effective educational system for all our students?”* From the District Wide Staff Development Day on October 14th, the highest overall positive staff comment was that Berkeley Unified School District has dedicated staff. Expressed staff needs were improving communication, more collaboration between grades, schools and the district, closing the achievement gap, common assessment rubrics; there is a lack of established district bench marks for math, and for coordination of curriculum district wide between school sites and grade levels.

The parent and community responses to the first question that received the most support were: writers room, the music and performing arts program, dedicated teachers, counselors, athletic programs, after school programs, community volunteers, early literacy program, small schools at Berkeley High School, Berkeley Schools Excellence Project, the Health Clinic, the dual language immersion programs and Reading Recovery Program at the elementary level.

The responses to the second question were: increase attention to social integration/ life styles and vocational training, develop high academic standards, high quality academic standards, the need for high quality stable administration at BHS, maximize development of partnerships and coordinate city, community and school services, and develop a sense of community for families. There is a need to increase per student funding across the state, create an effective teacher evaluation method and develop a means of evaluating effectiveness of programs.

At the sites some of the biggest concerns are: diverse curriculum with high standards, a safe environment for all students and staff. Long term planning and accountability, more funding at all levels, and a return to smaller class size and a standards based needs assessment. At most elementary sites the after school program was considered a very positive influence on student achievement.

Berkeley Unified has a variety of assessments to measure academic achievement. In the area of Academic Performance, needs are assessed in many ways such as Statewide Norm referenced test, standards tests and many formal and informal district assessments. The results of these assessments inform us how Berkeley students are performing in relationship to statewide standards as well as individual students progress. The Academic Performance Index (API) and Annual Yearly Progress (AYP) give parents, teachers and site and district administrators information on how our students are doing both district wide and at our schools. The information is disaggregated so it may be analyzed to target instruction to particular groups.

In order to meet performance goals one and three, students in grades 2-11 are required to take the SAT 9, now CAT 6 as well as the California Standards Test annually. In Berkeley Unified, we use the Development Reading Assessment (DRA), Qualitative Reading Inventory (QRI), and a district wide Writing test to assess all students in grades K-5 annually. The results of these tests are then used to determine areas of challenge, assist in the identification of Title I students,

measure academic progress for all students, and evaluate the success of the programs. All students are also assessed using a wide variety of authentic assessments such as performances, projects, unit tests, oral and written reports, portfolios and many others.

English Learners are identified at the time of enrollment in the district by using district designed “Home Language Survey”. English Learner students are assessed upon enrollment and annually with the CELDT and students in dual immersion programs take the Spanish Assessment of Basic Education (SABE). The SABE is also given to students who have been here less than a year. The information gained from these assessments in addition to grades and teacher assessments determine classification of students as LEP or reclassification of English Proficient. Information obtained from these tests also demonstrates the effectiveness of the programs and the areas that need to be emphasized professionally in order to reach the second performance goal.

Teachers and paraprofessionals have many types of staff development designed to meet performance Goal Two of highly qualified teachers and paraprofessionals. There are several strategically planned and targeted professional development programs in Berkeley Unified. These trainings are Guided Language Acquisition Development (GLAD), Cross Cultural Language Development (CLAD) training for principals and teachers, “Strategic Schooling” professional development, on-going principal training at principals meetings and specific site based staff development. Evaluations of these training inform district staff whether or not we are meeting our district wide and site staff development goals.

Analyzing district expulsion and suspension data by site and for the entire district informs district staff if we are achieving the fourth goal of students being educated in a learning environment that is safe, drug-free and conducive to learning. The Healthy Kids survey, given to all 4-12 grade students helps us assess our need to participate in programs which help our students to stay healthy and stay away from drugs and alcohol. All this data is kept district wide by school site and by categories. There is a need for development of an assertive program/policy with effective and consistent follow-up and consequences at each site.

Reviewing the results of California State High School Exit Exam (CAHSEE) assists in assessing the needs necessary to reach Performance Goal 5. With this information we see what subject areas need additional emphasis and which student cohorts need additional attention. Analysis of this information, informs us that non-passing rates are higher for African American students and for English learners and that we must address this gap in student achievement.

DISTRICT PLANNING

The District planning process began last fall when the Superintendent led the management team, composed of Associate Superintendents, Directors and Managers, and Site Administrators through a process to elicit whole district input that is used as part of our needs assessment. Groups brainstormed responses to questions on chart paper, then prioritized responses. The chart paper with the prioritized lists was then passed to two more groups to prioritize.

During our October 14th Staff Development Day, district staff and principals led this process with both certificated and classified staff and principals then, subsequently led a session with the parents at their sites. The Superintendent led a session that involved the entire community on November 18th. The results of all these sessions is reported in our needs assessment.

Other site information was found through the 2003-204 Single Plan for Student Achievement. In the spring, all principals met to plan staff development for next year. They brought information from their site as to what worked, what didn't and what was needed, based on many sources of data that showed student academic needs. The principals brainstormed all staff development needed and the list was then prioritized. Principals came to consensus on the need for staff development in the following areas: differentiated instruction and addressing the needs of all learners, strategic team planning and backwards lesson design.

A time line was established with actions and out comes. The LEA Plan leadership team was convened which consisted of the Associate Superintendent, the Director of Curriculum and Assessment, Principals, the Manager and the Program Coordinator of State and Federal Programs, Student Services Manager, the Director of Special Ed, the Admissions and Attendance Manager, teachers on special assignment for Literacy, Math and Technology. The leadership team met many times during the spring to look at district wide data to inform the LEA Plan process and write our goals and objectives. Data examined were SAT9, CST, writing test data, API and other disaggregated data, DRA and QRI data, results of K-8 math assessments, dropout, truancy and attendance data. CAHSEE results and site specific data were also examined.

Persons specific to particular areas did the goal writing of the plan: Reading, Math, English learners, Tobacco and Alcohol and the high school. As sections were written, members of the committee reviewed them, gave input and feedback. The final plan was reviewed by site administrators, staff and parent advisory committees before it was submitted for board approval.

BERKELEY UNIFIED SCHOOL DISTRICT PROFILE

The mission of the Berkeley Unified School District, a diverse community deeply committed to public education, is to ensure that all students discover and develop their special talents, achieve their educational and career goals, become life long learners, and succeed in a rapidly changing society by (1) empowering students, parents and staff, (2) providing a strong standards based curriculum and (3) offering alternative learning experiences in a racially integrated, multilingual environment.

Berkeley Unified School District creates a system that enables every student, including those with diverse needs, to meet or exceed rigorous standards for academic performance. All students will develop the attitudes, skills and habits of mind needed to succeed in and beyond the classroom. The members of this school community share a vision of educational excellence, an appreciation for the partnerships with local government agencies, community based organizations, businesses, institutions of higher education and will work collaboratively to realize this vision.

In 1968, Berkeley was the first major school district in the country to voluntarily desegregate its schools. Our community takes pride in this important and precious legacy, seeing it as a primary value in our community. Since 1994 Berkeley Unified School District has been configured using the K-5 elementary, 6-8 middle school and 9-12 high school model. BUSD currently has ten K-5 elementary schools, one K-6 school, three middle schools, one comprehensive high school and one continuation high school. There is also a very strong Adult School Program and an Early Childhood Development Program at four schools. In the 2002-2003 school year with a total student enrollment of 9,060 students, kindergarten through 12th grade, the student population is 37% African American, 32% white, 14% Hispanic, 8% Asian, 8% interracial, and 1% of all other ethnic groups. 31.91% of all students receive free and reduced meals and 7.36% are recipients of CalWorks.

A full continuum of placement options and related services are available to Special Education students, based on assessed need. Services are delivered within the general education program or in a specialized setting as determined by a multidisciplinary team based on the student's age and nature and severity of the disability. Related services are also provided by specialists when the Individual Education Plan team and assessments determine they are necessary for the student to benefit from his or her education.

The BUSD Special Education Department is currently in the process of restructuring our model of service delivery. Our restructuring efforts are based upon collaborative process that involves input from various stakeholders (parents, teachers, administration, and community resources) in an effort to enhance our service delivery needs assessment to provide direction in our restructuring efforts. We have enlisted the support and guidance of local universities in the implementation of best practices and powerful teaching and learning in the classroom. The Special Education Department is currently completing a self-review (CCR) and compliance audit that will assist in our efforts to further enhance service delivery and student success.

We proudly boast 1,301 English Learner students with over 50 different home languages. There are two-way immersion programs at three elementary sites. This program will be expanded to a

middle school next year. There is also a K-3 transitional bilingual program. BUSD is in its third year of a systemwide Title III Grant, Project REAL, to increase academic language proficiency in our English learners.

There are 1,627 designated GATE students. All students are tested in third grade for eligibility in the GATE Program. Six elementary schools participate in the Magnet Schools Assistance Program, three of the schools are currently being funded. The themes are arts, technology, communication and environmental science. This year BUSD received a McKinney-Vento Homeless Assistance Act Grant to increase our services to homeless students. BUSD organized a city wide homeless youth collaborative to connect homeless students to other services for homeless children and youth in our city. The high school has several schools within a school including a computer academy. It also has several partnerships with large businesses including Bayer.

Most elementary schools, all middle schools and the high school have organic school gardens. Environment science is an important part of both elementary and secondary curriculum. Seven elementary schools, all middle schools and the high school have after school learning programs which include academic enrichment and sports activities. In 1986 Berkeley voters voted for the Berkeley Schools Excellence Project which brings in an additional \$10,000,000 yearly in taxes to be spent on reduced class size, library techs, library materials, instructional technology and art and music enrichment both during the academic day and after.

All Berkeley schools have a library supported by a library tech or librarian. Students come to the library not only to choose books and be read to, but also to do research and do information searches on the Internet. The entire card catalog is computerized and each site is connected to the Berkeley Public Library to increase student access to library books and the information the library has to offer.

All Berkeley students have access to technology through literacy centers where students do various reading and writing activities, technology infused lessons and literacy assessments such as accelerated reader.

Of the 582 Certificated teachers in BUSD only 5% are not highly qualified. One teacher is at the elementary level and the others are at the secondary level mainly, in foreign language, math and science; one teaches PE, one Music and one is a counselor. Of these, four are Interns. All teachers in the two-way immersion program hold BCLAD certification. Forty percent of all teachers hold special certification to teach English Learner students.

LOCAL MEASURES OF STUDENT ASSESSMENT

1. “No Child Left Behind” lists assessment as a key component of an effective language arts program. Both formal and informal measures are called for to document student performance. Two informal measures to assess text reading and comprehension are used in BUSD. The Developmental Reading Assessment (DRA) is used at grades K-2. It allows primary teachers to observe, record through the use of running records, and evaluate changes over time in students’ performance as readers. The Qualitative Reading Inventory (QRI) is an informal reading inventory used at grades 3-5. Running records evaluate oral text reading, and comprehension is assessed by an analysis of retelling and comprehension questions. Both the DRA and QRI provide classroom teachers with information to plan instruction. Student progress is assessed 2-3 times per year, and spring scores are entered into the district database. DRA and QRI data collected over the past three years shows more standardized assessment administration by teachers as well as increased student achievement. Scores are more accurate because testing practice has improved.
2. At the Middle School level all students are given a locally developed writing assessment. It is a 4-point rubric with each grade level given a different prompt. The teachers review this writing assignment for their grade level. This information is used to determine writing skills of students and plan instruction to meet those needs.
3. There is extensive assessment of mathematics at the middle school level. Through their involvement with DiME (Diversity in Mathematics Education), middle school math teachers have discussed research and literature on diversity and "cultural conflicts" in the classroom, begun the process of identifying the big ideas for mathematics in grades 6-8, and videotaped and analyzed classroom lessons taught at King and Willard to gain a better insight into students' mathematical thinking. In March, DiME teachers administered a fractions assessment, which revealed major gaps in students' conceptual knowledge of fractions. This discovery has stimulated teachers to work on developing two lessons through lesson study: one for grades 6-7 focusing on area models and another for grades 7-8 focusing on some fractions basics (equivalence and part-whole relationships) and using that to help students develop a conceptual understanding of how to solve algebra problems like $\frac{2}{3}x = 4$. In addition, the DiME teacher leaders are currently working on developing common end-of-year tests for grades 6-8.
4. A new standards and benchmarks of English Language Development Standards is being piloted at several sites. This tool will be used to monitor individual student progress, and align instruction for overall program implementation and success.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <i>Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> • Intensive staff development focus on grade level standards meetings to align to standards curriculum • Principal professional development about standards and alignment • Purchase of textbooks and supplemental materials aligned to standards • Professional development in best practices and GLAD training 	<ul style="list-style-type: none"> • Teachers • Principals • Curriculum Developers • Associate Superintendent • Ongoing 	<ul style="list-style-type: none"> • Consultants fees • Hourly teacher pay • Substitute pay 	<p>\$35,000</p> <p>\$5,000</p> <p>\$4,000</p>	<ul style="list-style-type: none"> • Title II • Title I • Title III • SIP • General Fund • BSEP
<p>2. <i>Use of standards-aligned instructional materials and strategies:</i></p> <ul style="list-style-type: none"> • Purchase materials aligned with standards K-12 • Grade level meetings to review materials, examine alignment to standards and curricula • Library selection of material supporting standards based instruction • Leveled books for differentiated instruction that are standards based • Expand classroom and school libraries at each site 	<ul style="list-style-type: none"> • Teachers • Principals • Monthly • Library Staff 	<ul style="list-style-type: none"> • Reading Instruction Material • Hourly Teacher pay 	<p>\$300,000</p>	<ul style="list-style-type: none"> • General Fund • BSEP • SIP

<p>3. <i>Extended learning time:</i></p> <ul style="list-style-type: none"> • Preschool program offers literature activities and transition activities in an inclusive curriculum • After school program • Before and After school lunch tutorials at secondary • Summer school • Supplemental Services • Extended Day Care Program, Kids Club and South Berkeley Young Adult Project 	<ul style="list-style-type: none"> • Pre-school teachers • Teachers • IAS • Tutors • On going 	<ul style="list-style-type: none"> • Salaries • Cost of Summer School 	<p>\$100,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • 21st Century • BSEP • AB 2X
<p>4. <i>Increased access to technology:</i></p> <ul style="list-style-type: none"> • Literacy Centers where students do various reading and writing activities • Technology infused lessons in a cooperative learning lesson structure • Middle School Fluency Program • Literacy assessment on line at many sites • Accelerated Reader • Library staff support student access to information literacy 	<ul style="list-style-type: none"> • Teachers • Library support staff • Support Staff 	<ul style="list-style-type: none"> • Salaries • Supplies 	<p>TBD</p>	<ul style="list-style-type: none"> • General Fund • BSEP • Knox Grant
<p>5. <i>Staff development and professional collaboration aligned with standards-based instructional materials:</i></p> <ul style="list-style-type: none"> • Guided Language Acquisition Design Training (GLAD) for differentiated instruction for all K-8 teachers within 2 years • “Strategic Schooling” staff development for the purpose of using data to inform instruction • On site coaching by Literacy Teacher Leads and English Learner Leads, GLAD trainers • Grade level meetings across zones • Grade level and department meetings at sites • Houghton Mifflin Phonic Training • District Writing Workshop 	<ul style="list-style-type: none"> • Consultants • Teachers 	<ul style="list-style-type: none"> • Consultant fees • Teacher hourly • Supplies 	<p>\$80,000 \$500,000</p>	<ul style="list-style-type: none"> • Title VII • Title I • Title II • General Fund • Knox Grant

<ul style="list-style-type: none"> • USB Fall writing assessment – middle school based in rubric from State 				
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. <i>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i></p> <ul style="list-style-type: none"> • Flexible grouping to teach differentiated reading skills • Literacy Nights at K-8 • Each site will have a site council or leadership team which will receive reports and analyze them for student achievement • Parents will be invited to conferences and meetings to discuss results K-8 • Sites will have literacy activities that involve parents • Student Study Team (SST) • Each site has a literacy committee consisting of Principal, literacy teacher leads and staff • Permission slip for early literacy interventions • Parents observe / conference with teachers about literacy intervention 	<ul style="list-style-type: none"> • Parents • Principals • Teachers • 2 X year 	<ul style="list-style-type: none"> • Teacher hourly • Supplies 	<p>\$5,000 \$8,000</p>	<ul style="list-style-type: none"> • Title V • Title I • SIP
<p>7. <i>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</i></p> <ul style="list-style-type: none"> • Title I and bilingual aides work with students in increasing reading skills in coordination with classroom teachers • Home-school liaison facilitate transition to MS • Visits by feeder 5th grade students to middle school • Promote communication between home and pre-school to develop positive relationship to support child • Visits by preschool students to elementary schools they will be attending 	<ul style="list-style-type: none"> • IAS • Home-school liaison teachers • Library Staff • Preschool Teachers 	<ul style="list-style-type: none"> • Transportation provided to elementary schools • Supplies • Teacher hourly 	<p>\$700</p>	<ul style="list-style-type: none"> • Title I • General Fund • BSEP

<ul style="list-style-type: none"> • High School EL Program has a home school liaison to facilitate integration into school community • Library staff conducts tours and informational sessions for all new students • Kindergarten fairs and parent visits to sites; outreach to private schools and preschools • Middle school information nights • Open House • Back to School Night • Conferences with parents plus additional conferences for at risk students in winter • Classroom Library Guided Reading Program • K-4 classroom libraries 				
<p>8. <i>Monitoring program effectiveness:</i></p> <ul style="list-style-type: none"> • Each site will have a single plan for student achievement and the principal and site council will monitor progress and make needed revisions • The district will participate in the State’s standards based assessment system • District local measures are aligned with standards K-5; Principals certify that assessments are completed 	<ul style="list-style-type: none"> • Principals • Teachers • Parents • On going 	<ul style="list-style-type: none"> • Teacher hourly 	\$10,000	<ul style="list-style-type: none"> • SIP
<p>9. <i>Targeting services and programs to lowest-performing student groups:</i></p> <ul style="list-style-type: none"> • Grade level meeting to review data and identify target students • After school programs with an academic program and homework help • Summer School • Reading Recovery Program at every elementary school • Small group differentiated instruction • Students in grades 10, 11 and 12 who have failed the ELA 	<ul style="list-style-type: none"> • Teachers • Tutors • IAS 	<ul style="list-style-type: none"> • Teacher hourly • Summer school stipend for teachers • Supplies • Supplemental Instructional Material 	\$100,000 \$80,000	<ul style="list-style-type: none"> • Title I • Title I • General Fund • SIP • EIA/ELL • Title II • AB2X

<p>section of CAHSEE will be provided with 7th period class for test prep</p> <ul style="list-style-type: none"> • Intervention Programs, K-8 • Zero Period Enrichment for middle class • Writers Room for 7-12 students • IA support in pre- school programs 				
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Academic counselors at all secondary schools • Community supported programs, i.e. Berkeley Volunteers, Break the Cycle, Senior Tutors for Youth, Berkeley Boosters, Stiles Hall, National Council of Negro Women (NCNW), Berkeley Y, YAP, RISE, (City of Berkeley Mental Health New Perspectives), Urban League, Hundred Black Men (provide mentors), BSEP funding provides academic support • Healthy Start, Lions Club, Berkeley Public Education Foundation (BPEF), In Dulci Jubilo • California Nutrition Network to help students be healthy and ready to learn • Linking Education, Activity and Food (LEAF) • Early Academic Outreach Program (EAOP) • Berkeley Scholars to Cal Program 	<ul style="list-style-type: none"> • Counselors • Volunteers • Nutrition Services Manager 	<ul style="list-style-type: none"> • Materials 	<p>\$640,000 \$5,000</p> <p>\$500,000 (3 years)</p>	<ul style="list-style-type: none"> • BSEP • SIP • General Fund • CNN • Title II • AB2X • Healthy Start Nutrition Grant

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>1. Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> • Improve math instruction by developing teachers’ capacity to provide differentiated instruction for diverse learners through intensive and sustained staff development • Develop a district grade level math scope & sequence which identifies the “big ideas”/skills, corresponding CA standards and expected mastery level for each marking period • Analyze district math assessments to identify difficult math standards/strands for each grade level (grades 2-8) • Increase articulation between English and Spanish math programs to ensure comparable standards-based instruction 	<ul style="list-style-type: none"> • Teachers • Dept. Chairs • Math Teacher Leaders • Principals • Director of Curriculum/SD • Assoc. Supt. • Consultants • Math TSA 	<ul style="list-style-type: none"> • Consultant fees • Teacher hourly • Stipends • Salaries 	<p>\$10,000 \$5,000 \$200,000 \$100,000</p>	<ul style="list-style-type: none"> • General Fund • Title II • Diversity in Math Education Project (DiME)
<p><i>2. Use of standards-aligned instructional materials and strategies:</i></p> <ul style="list-style-type: none"> • Purchase State and District adopted instructional materials • Use formative and summative math performance assessments as multiple measures to drive instruction, inform teachers and students of their progress towards meeting high mathematical standards • Provide Lesson Study opportunities to design, observe, 	<ul style="list-style-type: none"> • Teachers • Dept. Specialists • Math Teacher Leaders • Principals • Director of Curriculum/SD 	<ul style="list-style-type: none"> • Teacher hourly • Stipends • Textbooks and supplemental materials 	<p>\$5,000 \$60,000</p>	<ul style="list-style-type: none"> • General Fund • SIP • BSEP Fund 6 • Instructional Materials Funds

<p>evaluate and revise lessons on key concepts that are problematic for struggling learners (grades 6-8) and essential for success in algebra</p> <ul style="list-style-type: none"> Identify, analyze/evaluate strategies used in elementary schools during the past 3 years and develop/distribute a district resource binder of “best” supplemental materials/practices by topic and grade level Begin staff development to train teachers to prepare students in grades 3-5 for Algebra 	<ul style="list-style-type: none"> Consultants 		<p>\$5,000</p>	
<p>3. <i>Extended learning time:</i></p> <ul style="list-style-type: none"> Strengthen extended day programs in math to include instruction/remediation in addition to completion of homework Ensure that preschool program includes math activities that address prior knowledge needs of kindergarten students Expand summer school math options to include (a) CAHSEE remediation for high school students who have failed the test or are at-risk, and (b) middle school math intervention courses with a focus on early preparation for CAHSEE. 	<ul style="list-style-type: none"> Teachers Pre-school teachers Associate Superintendent Principals 	<ul style="list-style-type: none"> Teacher hourly 	<p>\$50,000 \$100,000 \$10,000 \$100,000</p>	<ul style="list-style-type: none"> Title I SIP Intensive Instruction Programs (gr. 2-9) General Fund Summer School funds
<p>4. <i>Increased access to technology:</i></p> <ul style="list-style-type: none"> Create classroom “math centers” which will integrate technology to provide diagnostic/pre-post assessments, individualized instruction, tutorial help, and student reports at each site Explore/pilot on-line math programs which under achieving students can access from home, public libraries or after school programs to obtain assistance with math concepts, procedural skills, and CAHSEE preparation. Increase the integration of graphing calculators and other technology into mathematics instruction (especially in pre- 	<ul style="list-style-type: none"> Teachers Dept. Chairs Principals Director of Curriculum/SD Consultants Math Teacher Leaders TSA- Math TSA- 	<ul style="list-style-type: none"> Teacher salaries 	<p>TBD</p>	<ul style="list-style-type: none"> General Fund SIP BSEP Funds

<p>algebra/algebra in grades 6-8) to make access equitable for all students and staff</p>	<p>Technology</p>			
<p>5. <i>Staff development and professional collaboration aligned with standards-based instructional materials:</i></p> <ul style="list-style-type: none"> • Provide on-site math resource information and K-5 articulation through Math Teacher Leaders (Gr K-8) • Facilitate Middle grades articulation through DiME • Provide at least 1 grade level and 1 multi-grade district math articulation staff development workshop • Provide staff development on performance assessments and scoring for math teachers 3 times/year • Establish a math curriculum council (using Math Teacher Leaders from each site) to discuss/advise on math issues on a monthly basis • Better alignment of report cards to standards 	<ul style="list-style-type: none"> • Director of Curriculum/SD • Consultants (Silicon Valley Mathematics Institute, Math Matters, Noyce Foundation, U.C.'s DiME Project Leaders • Math Teacher Leaders • TSA Math 	<ul style="list-style-type: none"> • General Fund salaries • Teacher salaries 		<ul style="list-style-type: none"> • Instructional material funds • BSEP instructional funds • Title II • SIP
<p>6. <i>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i></p> <ul style="list-style-type: none"> • Provide training for teachers and administrators on how to interpret math scores on student assessment reports that are sent to parents (STAR, CAHSEE) • Develop a CAHSEE resource sheet that describes the available resources/tutoring/classes/test dates/summer options for BUSD students who have not passed the test. • Provide parents of secondary students with progress reports on intervention/math assistance a student received through school, after school programs as well as grade to date in math class 	<ul style="list-style-type: none"> • Teachers • TSA Math • BHS Administrators 	<ul style="list-style-type: none"> • General Fund Salaries 		<ul style="list-style-type: none"> • General Funds • Title I • SIP

<p>7. <i>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</i></p> <ul style="list-style-type: none"> • Provide academic counseling conferences for Title I and EL parents and middle school students to inform them of middle and high school graduation requirements (once in Gr 6, and once in Gr 8) and to inform them of available resources for improving student achievement • Student Study Team, Title I parent meetings • Develop an aggressive attendance program/policy with effective and consistent follow up and consequences at each site • Sponsor Family Math and/or Math Bees at each elementary site to promote numeracy and parent support for math • Host at least 2 middle school math evening/Saturday workshops for parents and students targeting under represented and underachieving students 	<ul style="list-style-type: none"> • Teachers • TSA Math • Student Services Manager • Parents • Vice-Principals • Academic Counselors 	<ul style="list-style-type: none"> • Teacher salaries • Teacher hourly 		<ul style="list-style-type: none"> • Title I • Parent Involvement • General Fund
<p>8. <i>Monitoring program effectiveness:</i></p> <ul style="list-style-type: none"> • Develop a Single Plan for Student Achievement at each site, having the principal plus the site council monitor progress and make needed revisions. • Administer and evaluate District K-5 math benchmark assessments 3 times a year to monitor student progress • Submit benchmark “progress reports” in December and March • Administer and evaluate common District end-of-year tests for Gr 6-8 math courses • Use constructive response tests provided by Noyce Foundation • Review district STAR test results 	<ul style="list-style-type: none"> • Principals • Teachers • TSA Math • Math teacher leaders • Director of Curriculum 	<ul style="list-style-type: none"> • Noyce Foundation Membership fee 	\$4,500	<ul style="list-style-type: none"> • General Fund • Title II
<p>9. <i>Targeting services and programs to lowest-performing student groups:</i></p> <ul style="list-style-type: none"> • Schedule backup math class for secondary students who are weak in math 	<ul style="list-style-type: none"> • Math teacher leaders • Teachers • TSA Math 	<ul style="list-style-type: none"> • Teacher Salaries 		<ul style="list-style-type: none"> • Title I • BSEP • General Fund

<ul style="list-style-type: none"> • Evaluate the effectiveness of Gr 8 Algebra 1A and double period Algebra 1 at BHS • Continue to provide math tutoring for all math courses at BHS • Provide CAHSEE math summer courses for underachieving students Gr 7-9 and students who have failed CAHSEE (Gr 10-11 (one course designed for Gr 7-9 and another for Gr 10-11) that includes technology for test practice and basic test taking skills in addition to math remediation. 				
<p><i>10. Any additional services tied to student academic needs:</i></p> <ul style="list-style-type: none"> • Develop and implement a district-wide attendance policy and coordinate follow up with parents at both site and district levels and extra-curricular activities/sports administrators. 	<ul style="list-style-type: none"> • Student Services Manager • Teachers • Principals • Coaches • Athletic Directors 			<ul style="list-style-type: none"> • General Fund • Title I

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p><i>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following</i></p> <p><i>a) Describe the programs and activities to be developed, implemented, and administered under the subgrant;</i></p> <p><i>b) Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</i></p> <p><i>c) Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</i></p> <ul style="list-style-type: none"> <i>• Meeting the annual measurable achievement objectives described in Section 3122;</i> <i>• Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</i> <i>• Annually measuring the English Proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</i> <p><i>d) Describe how the LEA will promote parental and community participation in LEP programs.</i></p>	<p>a. BUSD provides ELD and SDAIE programs K-12; there will be an upgrade of curricula. There are Bilingual programs at K-6 which will be expanded to grades 7-8, tutorials provide increased access to curriculum. These programs will focus on explicit teaching which uses visuals or manipulative to teach content, encourage students to give elaborate responses, provide systemic instruction in phonemic awareness, sound – letter correspondence and decoding. They will focus on vocabulary development and engage students in meaningful interactions about text. It will maximize the extent to which students are on task during literacy activities and provide for extra instruction, practice and review for low performers.</p> <p>b. The EL program will be accountable to the same annual measured objectives as all funds will be used to supplement the core academic program.</p> <p>c. CELDT scores will increase by one level per year, CAT6 scores will increase 10% a year on CST. All students will reach BASIC, at the end of the 5th year in program</p> <ul style="list-style-type: none"> • These tests will be administered annually

		<ul style="list-style-type: none"> • Teachers will have a standards and bench marks rubric to identify on going academic progress made by students <p>d. Each site will have an ELAC comprised of parents of EL students; they meet monthly to review the school plan, conduct a needs assessment, review the language census and make parents aware of the importance of regular school attendance</p> <p style="padding-left: 40px;">The district will have a functioning District English Learner Advisory Committee composed of parents of ELs, site staff and community members. Its purpose is to review the ConApp Part I and II, to receive information on state and federal regulations and to address issues related to quality of services</p>
	<p>2. <i>Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115).</i></p> <p><i>The effectiveness of the LEP programs will be determined by the increase in:</i></p> <ul style="list-style-type: none"> • <i>English proficiency; and</i> • <i>Academic achievement in the core academic subjects'</i> 	<ul style="list-style-type: none"> • ELD will be supported by standards based, state adopted materials which are research based; it will lead to rapid acquisition of high levels of academic English • Academic achievement in core subjects will be achieved by Specially Designed Academic Instruction in English (SDAIE) with primary language support or through bilingual education programs. These programs will be part of the regular program and explicit English language development will be provided as well as rich academic language instruction in the content areas

Allowable Activities	<p>3. <i>Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</i></p> <p>a. <i>Designed to improve the instruction and assessment of LEP children;</i></p> <p>b. <i>Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</i></p> <p>c. <i>Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</i></p> <p>d. <i>Long term effect will result in positive and lasting impact on teacher performance in the classroom</i></p>	<ul style="list-style-type: none"> • CLAD, SB395 and GLAD have provided strategies to improve instruction and assessment of EL students. All trainings are based on scientific research and will increase student’s English proficiency and substantially increase teacher knowledge and competency. <ul style="list-style-type: none"> ○ CLAD training is 60 hours of language acquisition theory as well as comprehensive, high level instruction strategies to meet the linguistic and academic needs of EL’s ○ SB395 is a 45 hour CLAD waiver program for veteran teachers with the same goals ○ GLAD is a training that provides teachers with research, theory, and practical effective strategies that promote academic language, literacy, academic achievement and cross-cultural skills in English learners • All trainings are intensive and will have a lasting impact on student achievement and teacher performance when combined with on-site coaching by EL lead teachers, literacy leaders and EL lead coach
	<p>4. <i>Upgrade program objectives and effective instruction strategies.</i></p>	<p>The program will be upgraded by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures.</p>
	<p>5. <i>Provide –</i></p> <p>a. <i>Tutorials and academic or vocational education for LEP students; and</i></p> <p>b. <i>Intensified instruction.</i></p>	<p>The program will be enhanced by having tutors from UC Berkeley and Berkeley volunteers who will work in after school programs that are focused on homework support and vocational awareness programs. The program has intensified instruction in small groups and one-on-one using supplemental materials that are standards based.</p>
	<p>6. <i>Develop and implement programs that are coordinated with other relevant programs and services</i></p>	<p>The program will be coordinated with Title I extended day and year programs, as well as coordinated with our system wide Title VII grant, Project Restructuring Education for Academic Language (REAL) as well as our enrichment program through Berkeley Schools Excellence Project. Many sites use RISE, UCO-MESA, EAOP, Mentoring programs.</p>

<p>7. <i>Improvement of English proficiency and academic achievement of LEP children.</i></p>	<ul style="list-style-type: none"> We will continue intensive staff development and coaching with on site teacher leads as well as purchasing materials to supplement the core program e.g. leveled reading books for ELD, listening centers, hands on language materials, manipulatives. All of these will increase English proficiency and academic achievement of English learners.
<p>8. <i>Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</i></p> <p>a. <i>To improve English language skills of LEP children; and</i></p> <p>b. <i>To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</i></p>	<ul style="list-style-type: none"> BUSD will support community participation programs such as parent education meetings that are part of ELAC meetings on topics such as college preparedness, how to help your child with homework, understanding the standardized testing system and CELDT levels and reports. There are also family literacy, math and writing nights at many BUSD sites. We promote and refer parents of ELs to the EL programs at the adult school as well as the Community Based English Tutoring Program (CBET).
<p>9. <i>Improve the instruction of LEP children by providing for –</i></p> <p>a. <i>The acquisition or development of educational technology or instructional materials</i></p> <p>b. <i>Access to, and participation in, electronic networks for materials, training, and communication; and</i></p> <p>c. <i>Incorporation of the above resources into curricula and programs.</i></p>	<ul style="list-style-type: none"> EL students will have access to many types of educational technology. All Berkeley classrooms are on line and many classes have a computer center of software appropriate to ELs. Teachers have been trained to incorporate technology into the curricula through the Teacher Led Technology Challenge Grant (TLTC).

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #d3d3d3; padding: 5px; margin-right: 10px;">Required Activity</div> <div> <ol style="list-style-type: none"> 1. <i>LEA informs the parent's of an LEP student of each of the following (per Sec. 3302 of NCLB):</i> <ol style="list-style-type: none"> a. <i>The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</i> b. <i>The child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</i> c. <i>The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</i> d. <i>How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</i> e. <i>How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</i> f. <i>The specific exit requirements of such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of</i> </div> </div>	<ul style="list-style-type: none"> • Berkeley Unified will inform the parents of English learners in both languages at the time of enrollment and in writing of their identification and the possible program placement, the option to waive instructional program placement, the actual level of English proficiency as measured by the CELDT. • Parents will also be given descriptions of program options such as Structured English Immersions or bilingual programs and informed how the program will serve their child and help him/her acquire English and learn grade appropriate standards. Parents will also be informed of how the program will specifically help their child learn English taught by highly qualified teachers providing high quality instruction that is researched based. • The parent will also be informed of redesignation criteria and how their child will exit the program. The redesignation criteria in BUSD is a score of Basic or higher on the California Standards Test – English Language Arts Assessment or CAT6 Score of 38% NPR or higher in Total Reading, Language, and Math; Early Advanced or Advanced greater on each section of CELDT; Grades 2-5 – Proficient in academics as shown on report card; QRI, DRA level appropriate; Grades 6-13 grade of C (2.0) or better in academic subjects on report card and Parent opinion and consultation. • Children will be transitioned to the regular program at least at the average rate as recommended by the CDE. They will also graduate at the same rate as their English only peers. • (In the case of an English learner with a learning disability the

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

When a school fails to make their Adequate Yearly Progress, Berkeley Unified will notify parents of children attending that school within 30 days after such failure occurs.

Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. <i>Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</i>	Yes or No YES	<i>If yes, describe:</i> Berkeley Unified provides family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children both at the site level and the district level. This is done through family literacy nights, teacher/parent conferences, parent trainings at sites and parent trainings at DELAC meetings that target specific skills such as how to increase literacy at home or writing activities parents can do with their children. At the site level, there are also many celebrations to increase cultural awareness and cross-cultural understanding.
	2. <i>Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</i>	Yes or No YES	<i>If yes, describe:</i> Teachers and IAs will be given intensive training and coaching through GLAD trainings described in above. This training in differentiated instruction teaches strategies to provide services to immigrant children and youth.
	3. <i>Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth:</i>	Yes or No YES	<i>If yes, describe:</i> Immigrant youth will be provided with one-on-one and group tutoring both during the academic day and after school. They will also be provided academic and career counseling at all secondary schools. This will be provided by the academic counselors as well as teachers who work with immigrant students.

<p>4. <i>Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</i></p>	<p>Yes or No</p> <p>YES</p>	<p><i>If yes, describe:</i> Curriculum materials that are high level and high interest will continue to be purchased and used with immigrant students. Additional curriculum materials and educational software and technologies will be purchased with Title III Immigrant funds for use with immigrant students</p>
<p>5. <i>Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</i></p>	<p>Yes or No</p> <p>YES</p>	<p><i>If yes, describe:</i> Additional instructional materials are provided to immigrant students as well as basic instructional services</p>
<p>6. <i>Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</i></p>	<p>Yes or No</p> <p>YES</p>	<p><i>If yes, describe:</i> At secondary schools, immigrant students are provided core instruction in the educational system as well as civics education.</p>

<p>7. <i>Activities coordinated with community-based organizations, institutions or higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</i></p>	<p>Yes or No</p> <p>YES</p>	<p><i>If yes, describe:</i></p> <p>Immigrant students are provided one-on-one tutoring by senior citizens at one of the middle schools, U C Berkeley students tutor immigrant students at Berkeley High School. Healthy Start Programs and Adelante (a community based organization) provide community services. Coordination with St. Joseph the Worker Church assists parents of immigrant youth in accessing community services.</p>
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Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • On going, sustained programs to address the needs of new teachers. • Responsive to needs assessment of teachers and principals. • Time is set aside weekly at school sites for staff development and an addition of three dedicated staff development days every year. • We have begun intensive staff development in differentiated instruction to meet the needs of all learners including Special Ed, EL, GATE. 38% of our K-8 teachers have been trained. • Intensive staff development to assist sites and grade levels in analyzing student data and using it to guide instruction. • Intensive staff development in helping teachers to work collaboratively and have productive meetings. • Site based staff development regarding site specific needs led by principals, leadership team, Literacy teacher leads, EL teacher leads, GATE teacher leads and Math teacher leads • On going principal staff development at monthly meetings focusing on <ul style="list-style-type: none"> ○ SST Process ○ Analyzing data ○ BTSA ○ Special Education ○ Budget Development and Management Evaluation, FRISK ○ Teacher performance ○ Sexual harassment ○ QSS training • Coaching is provided by EL Leads, EL Coach and Literacy Leads. • In both schoolwide Title I and target 	<ul style="list-style-type: none"> • There is a small percentage of teachers who are not considered highly qualified who need support and training. • Training across the board in teaching to diverse students especially helping Latino and African American students to succeed. • 62% of K-8 teachers need differentiated training in meeting the needs of all students- GATE, EL and Special Ed. • Some teachers lack the appropriate credential or certificate to teach their English learners. All professional development will focus on standards based practice in delivering a regular program of English language development that is high quality and scientifically research based to English learners. • Paraprofessionals will need assistance in meeting NCLB requirements. • Meet requirements of AB2042 in supporting new teachers. • Training in learning about and developing the strengths of underrepresented minority students • On going program for new hires to catch-up • Need for on going staff development in disaggregation of student achievement data

<p>schools, 100% of our teachers at the elementary level have teaching credentials.</p> <ul style="list-style-type: none">• On going staff development for new principals provided by district principal mentor.• High School<ul style="list-style-type: none">○ focus on literacy across the curriculum○ math staff spent staff development on aligning double period algebra with curriculum○ technology/curriculum integration• Middle School<ul style="list-style-type: none">○ teachers train with UC Berkeley to help all students be successful in Algebra at the 8th grade level○ grades 6-8 linking nutrition with science and PE/Health standards• Literacy teacher leaders provided staff development on administrating local assessment tools.• Zone after school meetings focus on number sense and aligning the adopted program to state Math standards.• K-12 technology training in PAR teacher consultants• Training in preparing teachers to teach preparation for Algebra skills	
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Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarized information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved /Timeline	Related Expenditures
<p>1. <i>How the professional development activities are aligned with the State's challenging academic content standards and students academic achievement standards, State assessments, and the curricula and programs tied to the standards:</i></p> <ul style="list-style-type: none"> • All professional development activities will be based on activities that assist teachers and administrators to ensure all students meet or exceed state content and performance academic achievement standards. • There will be two major staff development literacy programs, which work together to support student literacy. They are standards based. They are ongoing and best practices Reading Recovery coaching at the site by literacy coaches as well as the trainers. • Reading Recovery teacher provide staff development in best practices. • Content/Department and Grade level meetings will be dedicated to collaborative curriculum planning and increasing student achievement. • Math staff development will provide teachers with training on performance assessments and scoring for Math teachers and Administrators as well as district Math articulation. 	<ul style="list-style-type: none"> • Teachers • Principals • Consultants • Curriculum Director • Instructional Leadership Team • BPAR Panel • Teacher leaders 	<ul style="list-style-type: none"> • Consultants fees • Teacher meetings

<p>2. <i>How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</i></p> <ul style="list-style-type: none"> • By looking at student data and district needs the instructional leadership team which includes all principals, will identify staff development priorities and ensure they improve student academic achievement. • There will be ongoing monitoring of the professional development by Educational Services to measure how well it meets the needs of underserved populations in BUSD. It will also focus on increased competency in delivering instruction to our diverse populations who have different academic and cultural learning strengths and building on those strengths. Attention will be paid to how well our adopted materials, and planned interventions with family and community relations interface with our professional development to meet the needs of our students. 	<ul style="list-style-type: none"> • Curriculum Director • Principals • Teachers • Instructional Leadership Team • Literacy Lead Teachers 	
<p>3. <i>How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</i></p> <ul style="list-style-type: none"> • In choosing staff development activities, the team will review and research successful practices in increasing academic achievement and meeting or exceeding state academic achievement standards • Activities and strategies will be designed to help teachers integrate standards based curriculum, instructional practice, assessments and understanding the strengths and needs of the student populations in their classes and decrease the achievement gap between white and minority students • The staff development will be building on these strong elements, thus developing literacy especially in underserved populations • The staff development will be ongoing throughout year and sustained over a period of years to ensure that all teachers have content knowledge, teaching pedagogy and content knowledge. • There will be on going monitoring of progress of low achieving students, identifying gaps and instruction targeting those students. 	<ul style="list-style-type: none"> • Curriculum Director • Principals • Instructional Leadership Team • Teachers • BPAR Panel • Literacy Lead Teachers 	

<p>4. <i>How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State and local programs:</i></p> <ul style="list-style-type: none"> • BUSD will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed state standards. • Activities will be designed to help teachers integrate standards based curriculum. • Instructional practice, assessment, classroom management, interventions and working with students families will be coordinated. • Through our professional development, teachers will understand the strengths and needs of the student populations in their classes and know how to address the needs. 	<ul style="list-style-type: none"> • Instructional Leadership Team • Principals • Teachers • BPAR Panel 	<ul style="list-style-type: none"> • Consultant fees • Teacher hourly
<p>5. <i>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</i></p> <ul style="list-style-type: none"> • Teachers will continue to be taught a format for use on collaboration time focused on integrating curriculum that is standards based and focused on student learning. • Teachers will analyze multiple measures to inform and target instruction at least 4 times a year. • The BTSA and PAR programs will continue to support teachers through monthly meetings • EL lead teachers, literacy coaches and math teacher leaders will do on site coaching and support. • Principals will receive on going professional development that supports standards implementation, organization and management for continuous improvement and results, and meeting the diverse needs of students, particularly the lowest performing groups in the district. They will also receive training to be better able to help teachers implement the GLAD model. 	<ul style="list-style-type: none"> • Principals • Teachers • BPAR Panel • Consultants 	<ul style="list-style-type: none"> • Teacher hourly • Substitutes • Consultant fees

<p>6. <i>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improving teacher, learning, and technology literacy:</i></p> <ul style="list-style-type: none"> • BUSD will ensure that technology related professional development is coordinated to address staff needs in assisting all students to meet or exceed state standards. Professional development will also be used to increase teacher capacity in using technology. • BUSD will integrate technology into site and district staff development activities to ensure that all teachers are making sufficient progress according to the CTAP² online assessment of proficiencies. For each grade level and each content area, technology best practices will be aligned with district content standards to support student learning. Grade level and content appropriate electronic resources and online learning opportunities will be identified and made available to all teachers, administrators, and school library media personnel to support content standards and individual student needs. 	<ul style="list-style-type: none"> • Teachers • TSA for technology 	<ul style="list-style-type: none"> • Teacher hourly • monthly
<p>7. <i>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development:</i></p> <ul style="list-style-type: none"> • BUSD technology plan ensures that technology is accessible to teachers, library media teachers, and administrators by providing access to hardware, software, video, and voice communication systems in every district classroom. A staff development coordinator will work with all school personnel to integrate technology into lesson planning to assist all students in meeting the state standards. 	<ul style="list-style-type: none"> • Associate Superintendent for Educational Services • Director of Curriculum • Principals • Teachers 	

<p>8. <i>How the LEA, teachers, paraprofessionals, principals, and other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</i></p> <ul style="list-style-type: none"> • In the fall of this year the Management Team conducted community needs assessment to find the strengths and barriers to student achievement in our district. A LEA plan leadership team was formed under the guidance of the Associate Superintendent, which consisted of district administrators, site administrators and teachers who analyzed student academic data as well as site information and truancy and attendance data to develop our plan. Principals and curriculum leaders developed a staff development plan that will improve teaching and learning and meet the academic needs of all students and provide training for parents. All members including parents of the learning community will monitor the progress of the plan goals. 		
<p>9. <i>How the LEA will provide training to enable teachers to:</i></p> <ul style="list-style-type: none"> ○ <i>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</i> ○ <i>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</i> ○ <i>Involve parents in their child’s education; and</i> ○ <i>Understand and use data and assessments to improve classroom practice and student learning</i> • Intensive staff development will continue be provided to build teachers capacity in differentiated instruction. Professional development in differentiated instruction gives teachers tools to teach to all students including ELs, GATE and Special Ed. This training will also include classroom management and appropriate interventions including small group, one-on-one and after school programs to help all children learn. • Teachers will work collaboratively at sites and across zones to develop high level thematic units with differentiate instruction to meet the needs of all groups. 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Consultant fees • Teachers hourly • Knox Grant

<ul style="list-style-type: none"> • Staff at sites will provide staff development in involving parents in their child’s education, including training in supporting reading at home, how to better and more regularly communicate with parent. • Administrators and teachers will continue to be trained in understanding multiple data – i.e. AYP, API, individual and group standardized test scores, attendance data, writing samples, students work, projects etc. • How to better communicate regularly with parents 		
<p>10. <i>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</i></p> <ul style="list-style-type: none"> • These funds will be used to ensure that all Berkeley Unified teachers and paraprofessionals are highly qualified. The number of highly qualified teacher will increase annually and all will be highly qualified by the year 2005-6. These funds will also be used to assist teachers and paraprofessionals in satisfying the requirements of this section. • No less than 5 % of these funds will be used for professional development activities to ensure that teachers and paraprofessionals who are not highly qualified become highly qualified. • Parent training • Staff training working with parents and understanding • Staff development of paraprofessionals 		

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and need regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. The district has a strategic plan outlining its vision for tobacco prevention education and a positive school-learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create positive learning environments. 2. The District-wide Parent, School and Community Advisory Committee for Tobacco Prevention, with broad-based membership, continues to guide the district in planning and implementing strategies to support an environment conducive to learning. 3. Students are well integrated into the planning and implementation of tobacco prevention curricula delivery. 4. Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. 5. A system is in place to identify students who violate the smoke-free campus policy, truancy, and to refer those students to cessation interventions in lieu of suspension. 6. Activities that foster a positive school climate, such Teens Teaching Tobacco Prevention, Assemblies and Teens Kick Ash have been held with success on a regular basis. 7. Cessation intervention counseling is available to addresses discipline issues around smoking on campus. 8. All 9th grades take Identity and Ethnic Studies, which includes a unit on drug education. 9. Second Step is an elementary level curriculum program that incorporates 	<ol style="list-style-type: none"> 1. Parents need to be more involved at the school site level. 2. Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be created. Climate activities are random and need to be coordinated and institutionalized into the school structure. 3. Only a small percentage of parents are signing the positive permission forms required to survey 9th and 11th grade students in the bi-annual California Health Kids Survey, resulting in a sample size too small to make definitive conclusions. 4. Administrators and teachers have too many commitments to be able to accommodate the California Healthy Kids Survey administration. 5. AB1113, Sex Education 6. Secondary level schools need increased drug and alcohol use counseling 7. Development of a comprehensive counseling program for K-12

<p>decision-making and units addressing prevention of nicotine, alcohol and drug use.</p> <ol style="list-style-type: none">10. All 7th graders take Social Living.11. BAHS Drug intervention counseling is available to address discipline issues around student drug use.12. BAHS provides a small school environment with reduced class size (10-12th grade 25-1 ratio) (9th grade 16-1 ratio). This program provides ILP's for juniors and seniors to maximize opportunities or make-up missing credit for timely graduation. BAHS schedule is on a quarter system which gives students an opportunity to focus on three double period subjects per quarter with additional credit available for career development, work study and internships.13. Counseling and support programs available at all secondary schools.	
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Environments Conducive to Learning (Strengths and Needs):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address student’s barriers to learning (e.g. attendance and behavior). Include a copy of the LEA’s code of conduct or policy regarding student behavior expectations.

ACTIVITIES

1. The Tobacco Prevention Program (TPP) staff, in collaboration with the Parent, School and Community Advisory Committee for Tobacco Prevention will formulate a written strategic direction for the Tobacco Prevention portion of the LEA Strategic Plan and publicize it through school/community meetings.
2. The TPP will participate with District efforts to convene conferences and seminars to address topics of school climate, implementing resiliency principles (caring, high expectations and meaningful participation) for staff and other partner agencies and parents.
3. A broad range of tobacco prevention activities both in and out of the classroom will operate within the district that engage students with a variety of needs and interests; these include training and supervision of teen mentors, classroom presentations; journalism, web-building and maintenance; community fairs; school assemblies, etc.
4. Research-validated tobacco prevention curricula and learning experiences will be implemented for every 4-8th grade student; teen teachers will be trained and supervised and booster sessions will be conducted on a yearly basis.
5. TPP staff will coordinate the delivery of educational presentations for 4-8th grade students.
6. The TPP staff will collaborate with the City of Berkeley Tobacco Prevention Program to decrease the youth accessibility of tobacco products.
7. DAPP Services organized with academic, social and safe school planning components.
8. DAPP counselor at BAHS with individual assessment of student use of drugs and alcohol providing individual and group drug prevention/intervention counseling groups. Counselor also visits classrooms to instruct students on drug prevention strategies.
9. Conflict Resolution Programs provide students with strategies for dealing positively with conflict and stress. Reducing stress and increasing student resiliency assets minimizes stress as a contributing factor to drug use.
10. IES /Youth Issues classes teaching drug prevention curriculum
11. Academic counselors are available to meet with students in crisis.
12. Mentoring Program
13. The student Learning Center at Berkeley High School provides students with tutorial services

Needs and Strengths Assessment (4115(a)(1)(A):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drugs use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. There is ongoing data collection on tobacco use, as well as other ATODV through the CHKS, a district survey, and consumer satisfaction surveys. Additional information is gathered on crime incidents, expulsion, suspensions and discipline problems. Further the City of Berkeley Tobacco Prevention Program has collaborated to conduct additional surveys of BUSD students. 2. The Tobacco Prevention Program provides Cessation intervention services to tobacco using students on either a voluntary basis or, for students found using tobacco on campus, in lieu of suspension. There is teacher buy-in for integrating tobacco prevention into their curriculum at the 4-8 grade level 3. Teens Tackle Tobacco and other research-validated curriculum for tobacco, will be taught by trained instructors/peer educators for every BUSD 4th-8th grade student. The Teens Teaching Tobacco Prevention Program that has been a successful model for the past 13 years in the BUSD and will continue to be used as a vehicle to deliver the research-based TTT curricula. 4. Students will have increased normative expectations against tobacco use according to survey results. Tobacco use rates fell for all BUSD grade levels between the 2000 and 2002 CHKS administration. It is expected that rates will continue to fall. 5. The LEA has a collaborative partnership with the City of Berkeley Public Health Department for tobacco prevention, and other health services including mental health through the student health centers. 6. District policy against sexual harassment, discrimination and use of tobacco or other drugs on campus and by students and teachers. 	<ol style="list-style-type: none"> 1. The District needs a coordinator with enough time to address planning, funding, resource development and linkages to CBO services. 2. Staff need to participate in staff development offerings and have incentives to do so. 3. The buy-in for 9-12 teachers to integrate other ATOD issues into their curriculum needs to be improved. 4. The accessibility of tobacco products to BUSD students needs to be decreased. 5. Domestic Violence Prevention 6. Personal Health Educators 7. City of Berkeley Adoloesent provides 8. Partnership between secondary schools, city of Berkeley, BUSD office of student services, the Berkeley Police Department

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Health Kids Survey	Most Recent Survey date: 11/05/02 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 16% 7 th 34% 11 th 46%	7 th 12 % 9 th 27 % 1 th 35 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 3% 9 th 8% 11 th 12%	7 th 2% 9 th 6% 11 th 9%
The percentage of students that have used marijuana will decrease biennially by:	5 th 17% 7 th 41% 9 th 61%	5 th 3% 7 th 2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by	7 th 18% 9 th 32% 11 th 50%	7 th 3% 9 th 3% 11 th 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 7% 9 th 24% 11 th 42%	7 th 3% 9 th 3% 11 th 3%
The percentage of students that feel very safe at school will increase biennially by:	7 th 16% 9 th 8% 11 th 6%	7 th 2% 9 th 2% 11 th 2%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 16% 9 th 19% 11 th 14%	7 th 3% 9 th 3% 11 th 3%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 3% from current LEA rate shown here.	95%	
Protective Factors Performance Measures From the California Healthy Kids Survey		
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th __% 7 th __% 9 th __% 11 th __%	5 th __% 7 th __% 9 th __% 11 th __%

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th ___% 7 th ___% 9 th ___% 11 th ___%	5 th ___% 7 th ___% 9 th ___% 11 th ___%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th ___% 7 th ___% 9 th ___% 11 th ___%	5 th ___% 7 th ___% 9 th ___% 11 th ___%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th ___% 7 th ___% 9 th ___% 11 th ___%	5 th ___% 7 th ___% 9 th ___% 11 th ___%
LEA Specific Performance Measures <u>Participation in Community Service/Service Learning</u> (Process to Collect Data)		
The percentage of 7 th , 9 th , and 11 th grade students who report in the CHKS, that it is either ‘easy’ or ‘very easy’ (combined percentage to obtain tobacco products will decrease .	7 th 40% 9 th 82% 11 th 86%	7 th 32% 9 th 68% 11 th 68%

Science Based Programs (4115(a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Teens Tackle Tobacco	T	4-8	3,200	9/03	1/04	2/04
Smokeless School Days	T	9-12	3,000	9/99	On going	Currently in use
Second Step	V	K-8	5,000	9/99	On going	Currently in use
Tobacco Prevention	T	4			On going	Currently in use
Sports 4 Kids	V	K-5	3,000	N/A	N/A	Currently in use
UCB Partnership	ATODV	K-12		N/A	N/A	Currently in use
Conflict Management	V	K-8	5,000	N/A	N/A	Currently in use
Kaiser Peace Signs	ATODV	K-5	3,000	N/A	N/A	Currently in use

Research-based Activities (4115(a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs, at all sites	ATODV	K-12
✓	Conflict Mediation/Resolution	V	K-8
✓	Early Intervention and Counseling	ATODV	4-12
✓	Environmental Strategies	ATODV	K-12
✓	Family and Community Collaboration	ATODV	K-12
✓	Media Literacy and Advocacy	ATODV	7-12
✓	Mentoring	ATODV	
✓	Peer-Helping and Peer Leaders	T	Grades 9-12 Training Teen Teachers Grades 4-8 receive presentations
✓	Positive Alternatives, CNN Grant, Child Nutrition Network, LEAF Grant	ATODV	K-12
✓	School Policies	ATODV	K-12
✓	Service-Learning/Community Service	T	9-12
	Student Assistance Program		
✓	Tobacco-Use Cessation	T	4-12
✓	Youth Development Caring Schools Caring Classrooms	T	9-12

Promising or Favorable Programs (4115(a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established through scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver report.

Analysis of Data for Selection of Programs and Activities (4115(a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The District has selected and implemented the following programs: Teens Tackle Tobacco, High School Infusion program, the Teens Teaching Tobacco Prevention program, the Smokeless School Days Curriculum, Teens Kick Ash and others. The Parent, School and Community Advisory Committee selected these programs after review for Tobacco Prevention and by the City of Berkeley Tobacco Prevention Coalition. We also consulted with the Prevention Education Coordinator at the Alameda County Office of Education. This committee not only reviewed a wide array of recommended researched-based programs, but also analyzed local data from a variety of sources including CSS, CHKS, and local surveys to determine the best programs to meet our needs. CNN and LEAF - provide nutritional awareness promising positive choices for a healthy life. The district is participating in both these programs because they are in line with the district Food Policy Initiative. Second Step Program - teaches students strategies to peacefully resolve conflict, to make positive decisions and choices to prevent violence. This program was selected by the district’s office of Drug Awareness and Prevention after much research.

Evaluation and Continuous Improvement (4115(a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district has conducted the CHKS in 1999/2000 and 2001/02 and will continue to use it every other year as required. Resiliency modules will be used every year due to the focus on youth development in this district. In the CHKS survey off-year, students will complete short questionnaires devised from the information on the 12 “Performance Indicators” to measure progress towards goals. Student will also complete pre/post tests after curriculum series to assess changes in knowledge, attitude, and drug and tobacco use behavior. The yearly information will be reviewed by the Parent, School and Community Advisory Committee for Tobacco Prevention and analyzed by the Tobacco Prevention Program staff and Tobacco Prevention Program Evaluator to best determine district-wide trends and specific strengths and needs at each site. Yearly survey administration will allow us to determine trends for tobacco use. A written report will be shared with the entire committee, parent groups, staff, and students. At the end of the school year an open forum will be held to get feedback on the report and all stakeholders will be invited. The staff and advisory committee will use this information to refine, improve, and strengthen the program.

Data Collection Timeline

1. Baseline CHKS data was collected in 2001/02 and progress data will be collected in 2004, 2006 and 2008.
2. Surveys with questions covering the ATOVD prevention indicators will be conducted by June 1, 2004.
3. Staff and parents will complete consumer satisfaction surveys the beginning of May 2003 and each May thereafter.
4. The Tobacco Prevention Program Evaluator will implement the collection of CHKS data.

Reporting Timeline

1. Student Service Department, and The Parent, School and Community Advisory Committee with the assistance of the Alameda County Office of Education TUPE Coordinator staff, will develop an analysis of all data sources by June 1 of each school year.
2. A written report, incorporating tables of the CHKS will be developed by the BUSD Tobacco Prevention Coordinator and the Advisory Committee by June 1.
3. A summary of the report will be presented to the BUSD Board of Education in the Fall and placed on the district's web-site.
4. Summary information will be made available to parents and community partners through the BUSD and PTSA newsletters throughout the year.
5. Information will be reported by Student Services staff to principals, parents, and staff annually.

Mandatory Safe and Drug Free Schools and Communities (4115(a)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114[d][3]).

The following services are funded for students with the greatest needs:

1. Early identification and intervention services with site counselors and committees from community-based organizations
2. Outreach workers for high risk families and truant students
3. After-school activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, enrichment and athletic activities
4. A site and outreach referral system for family counseling and support services through school committee, SST, homeless case manager, and home school liaisons
5. Youth development projects such as service-learning and youth peer courts.

Coordination of All Programs (4115(d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, and other drug and violence prevention programs with other federal state and local prevention programs.

The BUSD Action Team will be comprised of members from other funded programs, such as school-linked services, TUPE, 21st Century Learning Centers, AB1113, district innovative tobacco grant program, Diversity grant, Mentoring Initiative, etc. Representatives from the parks and recreation department, representatives from the City of Berkeley Public Health Department, community-based prevention organizations, and law enforcement (such as school resource officers and juvenile probation staff) will participate on the District Action Team. Partners from Alcohol and Drug Services provider group, who serve populations not covered by SDFSC, will join us quarterly to integrate these programs. Additionally, we have convened a LEAP coordinating council that looks at common elements of each goal that ensure best practices in teaching strategies and the promotion of highly qualified teachers. This will also lead to a coordination of prevention efforts.

Parent Involvement (4115(a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents are active participants of the Parent, School and Community Advisory Committee for Tobacco Prevention and are involved in the BUSD at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the Action Team and School-Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-Safe) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Once the district identifies pregnant minors or minor parents they will meet with a counselor from their school. The counselor assesses what services are needed including whether the minor uses tobacco or has family members who use tobacco products. The BHS Health Center can provide these services as well as other health care facilities within Berkeley and the Bay Area. The BHS Tobacco Prevention Program grant provides tobacco cessation services to 4-12grade BUSD students, including cessation counseling on a one-to-one basis and/or referral of the minors to such groups as those run by the American Lung Association. The counselor provides case management to the adolescent assuring these linkages are completed and follow up is provided

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420[b][3])

Position/Title	Full time equivalent
District Tobacco Prevention Program Director	0.2 FTE
District Tobacco Prevention Health Educator	0.5 FTE
Peer Tobacco Prevention Educators	Stipend
Tobacco Prevention Program Evaluator	Variable/hourly

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Funding Source
5.1 (High School Graduates)	RISE provides 9 th -12 th graders who are first in their family to go to college with academic and guidance support	100	9 th – 12 th grade students, tutors, teachers	Grades, attendance	City of Berkeley
	Student Learning Center provides drop-in tutoring before school, during lunch and after school	50-75 daily	Students, tutors, coordinator	Daily Participation	BSEP
	Berkeley Health Center provides physical and mental health services and health education services to BHS students Reading Recovery	1300 students per semester	Medical, mental and health related education staff	Number of students receiving services	City of Berkeley
	Y Scholars				

	Consulating Learning Center (CLC)				
	Mentoring				
	EAOP				
	Berkeley Scholars				
	MESA				
	ELL Tutors work in English Language Development classes assisting students 1:1	300	Teachers, tutors	Grades	EIA
	Math Tutors in Algebra and Geometry classes	800	Teachers, Tutors	Grades	BSEP
	High School Exit Exam preparation class after school	55	Teachers	Exam results	Title 6, General Fund
	10 th Grade Counseling (SB813)	225	Coordinator, counselors, support providers	Grades, credits, attendance	SB813
5.2 (Dropouts)	Academic Mentoring and Tutoring program provides students with mentors and tutors after school	225	Mentors, tutors, coordinators	Grades, Attendance	State of California grant

	ELL Challenges is a program designed to intervene and provide services for English language learners who are struggling academically	100	Home school liaison. Tutors, mentors, teachers	Grades, attendance, CELDT	EIA, TITLE 3, TITLE 6
	Small Schools and Academy programs attempt to prevent dropouts by providing more personal educational experience	1000	Teachers, students, community partners, parents	Grades, attendance	Grants, general fund
	City of Berkeley Youth works places adolescents with improving academic support, job skills training and leadership				
	Athletic Program attendance monitoring				
	Home school liaison				
	SRO's extracurricular				
	BAHS identifies students with a 1 or 2				

	<p>year deficit in grade level credit and serves these students through attendance monitoring, small class size, increased counselor support, quarter system to focus on 3 classes in double periods, ILP's in 11th and 12th grades, internship opportunities to make-up lost credit and tutors in academic classes</p> <p>Continuation school serves at-risk student population and requires a full-time counselor and continuing funds for drug and alcohol intervention/prevention programs</p>				
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5.3 (Advanced Placement)	AP Project provides mid-range achieving students who are the first in their family to go to college with academic support to achieve in Honors and Advanced Placement courses.	50	Parents, Teachers, UC Berkeley	Grades, AP course enrollment	BSEP, Berkeley Development Group, private grants
	Academic Choice is a small school program to engage students in academically challenging courses.	240	Teachers, students, parents	Grades	General fund
	AVID is an academic and guidance support program designed to prepare students to take honors and Advanced Placement courses in preparation for four-year colleges	25	Contra Costa County Office of Education, Teachers, Site Team	Grades, courses, college admission	General fund, County office

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113

BUSD uses the number of children eligible for free and reduced price lunches under the Richard B Russell National School Lunch Act as its poverty criteria.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Teachers in consultation with parents, administration and pupil services will use the following criteria to identify the eligible children most in need of services. Children identified by the school as failing or most at risk of failing to meet the state's challenging student academic achievement standards on the basis of multiple educationally related, objective criteria; pre school through second grade will be selected on the basis of criteria as teacher judgment, interviews of parents and development application measures.

District Criteria for Identifying Children for Compensatory Education Services:

ELEMENTARY

GRADE 1:

Reading/Language Arts

DRA (English or Spanish)

- a score of 2 or below

Kindergarten Report Card (Reading)

- level 3 or below on the Continuum
- Kindergarten Report Card (Writing)
- level 4 or below on the Continuum

Alternate Ranking

- number 17 - 20

Mathematics

Kindergarten Report Card

- a score of 67 or below

Kindergarten Locally Developed Assessment (LDA)

- a score of 2 or below

GRADE 2:

Reading/Language Arts

First Grade Report Card (Reading and/or Writing)

- level 3 or below on the Continuum

Observation Survey Text Level

- a score of 12 or below - (spring score or fall score of new student)
- DRA (English or Spanish)
- a score of 12 or below

Mathematics

First Grade Report Card (Math)

- level 3 or below on the Continuum
- First Grade Locally Developed Assessment (LDA)
- a score of 2 or below

GRADE 3

Reading/Language Arts

- CAT6 or SABE
 - At or above basic in CST in Total Reading
- Spring DRA or Fall QRI (English or Spanish)
- a score of 24 or below

Mathematics

- CAT6 or SABE
 - At or above basic in CST in Total Math
- Second Grade Locally Developed Math Assessment
- a score of 66 or below

GRADE 4

Reading/Language Arts

- CAT6 or SABE
 - At or above basic in CST in Total Reading QRI
- a score of 34 or below

Mathematics

- CAT6 or SABE
 - At or above basic in CST in Total Math.
- Third Grade Locally Developed Math Assessment (LDA)
- a score of 66 or below

GRADE 5

Reading/Language Arts

- CAT6 or SABE
 - At or above basic in CST in Total Reading QRI
- a score of 38 or below

CAT6 Writing

- a score of 4 or below in writing

Mathematics

- CAT6 or SABE
 - At or above basic in CST in Total Math
- Fourth Grade Locally Developed Math Assessment (LDA)
- a score of 66 or below in math

SECONDARY

GRADE 6

Reading/Language Arts

- CAT6 or SABE
 - At or above basic in CST in Total Reading
- 5th Grade QRI or Spring or Fall DRA
- a score of 40 or below

Mathematics

- CAT6 or SABE
 - At or above basic in CST in Total Math
- Fifth Grade Locally Developed Math Assessment (LDA)
- a score of 66 or below

GRADE 7

Reading/Language Arts

- CAT6 or SABE
 - At or above basic in CST in Total Reading
- Locally Developed Writing Assessment (LDA)
- a score of 2 or below

Student GPA

- 1.9 or below in English class
- 1.9 or below or an F in 6th grade reading class

Mathematics

- CAT6 or SABE
- At or above basic in CST in Total Math

Student GP A

- 1.9 or below in math class

GRADE 8

Reading/Language Arts

- CAT6 or SABE
- At or above basic in CST in Total Reading

CAT6 Writing

- a score of 4 or below

Student GPA

- 1.9 or below in English

Mathematics

- CAT6 or SABE
- At or above basic in CST in Total Math

Student GP A

- 1.9 or below in math class

SUPPLEMENTAL CRITERIA ALL GRADE LEVELS

Targeted Assistance schools must supplement the district criteria with at least one of the criteria listed below to identify children most in need of Title I services.

- Report Cards
- Interviews with parents documented with letter of request
- Written parent request for participation
- Grade level tests
- Student Study Team recommendations
- Excessive absences
- Teacher judgement forms or checklists (Grade level forms or checklists must be uniform at each grade level.)
- RSP children
- Retained or At Risk of Retention
- English Language Learners (formerly LEP)

When students do not have a SAT 9 or other standardized score the Teranova can be administered and scored at the site. The results may be used for identification.

Serving English Language Learner (ELL) (formerly LEP) and Children With Disabilities

Children with disabilities and ELL children are eligible for Part A services on the same basis as other children who are selected for services. However, they are also entitled to services required by law because of their disability or their limited proficiency in English. To avoid supplanting, a targeted assistance school may not use Title I funds to provide the level of services necessary to meet Federal, State, or local law requirements for children classified as English Language Learners or children with disabilities. Children designated as non-English speaking (NEP) do not qualify for Title I services. Title I funds may be used, however, to coordinate and supplement these services as well as to provide additional direct services to these children. In particular, there is no prohibition from providing Title I services in the same subject area in which a child is receiving special education services or services to address English Language Learners. For example, a special education student being provided with special education services in reading that are sufficient to meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) may also be provided Title I services in reading if the school identifies the student as being in greatest need of assistance for meeting the State's challenging content and student performance standards. The non- Title I services alone, however, must be sufficient to meet the requirements of Part B of IDEA.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

The School wide programs that operate in BUSD will conduct an annual needs assessment, deliver school wide reform strategies that provide opportunities for all children to meet California's proficient and advanced levels of student academic achievement. Such strategies will consist of:

- Strengthening the core academic program
- Increasing the amount and quality of learning time
- Training in strategies for meeting the needs of all learners
- Instruction by highly qualified teachers
- Strategies to increase parent involvement

The targeted assistance schools will use Title I funds to provide services to eligible children who are identified as having the greatest need for special assistance. These target assistance schools will use funds to:

- Help participating children meet high and challenging standards
- Ensure that planning for these students is incorporated into existing planning
- Use effective methods and instructional strategies that are based on scientifically based research
- Coordinate the regular ed program and other programs supported by NCLB
- Provide instruction by highly qualified teachers
- Provide strategies to increase parental involvement

BUSD provides the following services to homeless children and youth:

- Immediate enrollment
- Immediate enrollment in Free Lunch Program
- Transportation to the school of choice if needed
- School supplies
- Assistance of our BUSD case manager to link child to city services such as health and housing
- Staff development for teachers, administrators and site classified staff to understand the law, homeless issues and how to serve and provide for homeless students

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

BUSD will provide technical assistance to program improvement schools by:

- Assisting schools in analyzing data from the CAT 6, CST and API as well as local measures in both math and reading
- Assisting schools in parent involvement requirements as necessary
- Identifying and implementing professional development such as Guided Language Acquisition Design , “Strategic Schooling” and other instructional strategies and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement
- Assisting in analyzing and revising the school’s budget so that the school’s resources are more effectively allocated to activities most likely to increase student academic achievement.

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

BUSD has an open enrollment policy with our controlled choice system which allows parents to select a school within the zone in which they live. Transportation is provided to the school of choice. Parents exercise this choice upon enrollment in the district and may also choose another school during spring open enrollment. The parents at both program improvement schools in BUSD were informed in writing in both English and Spanish that the schools were in program improvement but because of BUSD’s controlled choice option, this requirement was fulfilled. Parents were also informed before the beginning of the academic year that the school their child attends is a program improvement school, the academic achievement problem that caused the school to be identified for school improvement and what the district is doing to provide technical assistance to get the school out of program improvement.

Parents were provided with an explanation of what the school and the district are doing to address the problem of low achievement and they were informed of how parents can be involved in addressing the academic issues that caused the school to be identified for school improvement.

Rosa Parks Elementary is in its second year of School Improvement and parents were notified in writing, in both English and Spanish, at a parent meeting and in individual parent consultation of supplemental services.

Both Program Improvement schools amended their Single Plan for Student Achievement to include 10% of their Title I funds to be spent on high quality professional development that will directly address the academic achievement of their students.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

BUSD has a parent involvement policy that fulfills the NCLB requirements. Parents are involved in the development of the single Plan for Student Achievement and gave input in BUSD's LEA Plan.

There are trainings and activities at each BUSD site, including preschools that provide parents with the support necessary to help improve their student's academic achievement and become partners in their child's education and school performance.

The sites and the district staff, with the involvement of parents will conduct an annual evaluation of the effectiveness of the parental involvement policy in improving the academic quality of all schools in serving all students and use the findings of this evaluation to design strategies for more effective parent involvement.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

BUSD will coordinate and integrate educational services by providing staff development in differentiated instruction to meet the needs of all children. This staff development is district wide K-8 and is an intensive seven day, small group training with follow-up coaching to assist teachers in implementing what they have learned. Preschool teachers will participate in this staff development with kindergarten teachers to implement strategies consistent with the whole district.

Private schools will have timely and meaningful consultation with BUSD staff and participate on an equal basis in activities and services.

BUSD will implement systematic procedures for coordinating activities with preschool and elementary programs, establish channels of communication between school and home, conduct meetings involving parents, elementary teachers and preschool teachers to discuss the developmental and other needs of individual children and organize joint transition-related training of school staff and link educational services.

Part III Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

To assure the LEA.s eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including. (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will. (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools. plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional

supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D . SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

- (A) have the lowest proportion of highly qualified teachers;**

- (B) have the largest average class size; or**

- (C) are identified for school improvement under section 1116(b).**

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve

student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies . a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures . a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources . a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. Any LEA **that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in

the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. **Unsafe School Choice Policy:** the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated .persistently dangerous. in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

BERKELEY UNIFIED SCHOOL DISTRICT

2003-2004 Budget Development Assumptions

ITEMS IN THE BUDGET – General Fund

1. ENROLLMENT:

Berkeley USD is a declining enrollment district and has the option to recognize the higher of prior year's P-2 or current year's ADA (excluding Adult Ed ADA). Therefore, 2002-03's P-2 ADA will be used to project 2003-04 Revenue Limit income, i.e. 8,497.92 ADA.

A history of the District's ADA is provided.

	<u>ADA</u> <u>2000-01</u>	<u>ADA</u> <u>2001-02</u>	<u>ADA</u> <u>2002-03</u>	<u>ADA</u> <u>2003-04</u>	<u>CBEDS</u> <u>October</u> <u>2002</u>	<u>% OF ADA</u> <u>TO</u> <u>CBEDS</u>
First Period (P-1)	9,222.55	8,998.21	8,426.67		9,060	93.00%
Second Period (P-2)	9,103.40	8,883.67	8,497.92		9,060	93.80%
Annual	9,056.32	8,840.81	8,497.92			
Revenue Limit	9,104.63	9,112.11	8,884.01	8497.92		

2. REVENUE:

A. Revenue Limit projections:

The District is projecting a reduction of 2.15% COLA for 2003-04 Revenue Limit and a zero percent/ "0" COLA increase for ADA.

	<u>2002-03</u>	<u>2003-04</u>
Based Revenue Limit		
Per ADA	\$4,917.83	\$5,010.83
Inflation increase	<u>93.00</u>	
Revenue Limit	\$5,010.83	
Reduction of 2.15%		<u>(107.73)</u>
Revenue Limit FY04		\$4,903.10
Inflation increase		<u>0.00</u>
Revenue Limit		\$4,903.10
P-2 ADA	<u>8,884.01</u>	<u>8,497.92</u>
Projected Revenue Limit		
	\$44,516,264	\$41,666,152

A reduction of \$2,850,112 from 2002-03.

- B. The Cost of Living (COLA) reduction for other various revenue sources are applied as follows:

Voluntary Integration	-12.10%
K-3 CSR	-10.82%
Special Education	- 3.66%
Transportation - H to S	-12.10%
Transportation - special ed	-12.10%
Alternative Certification grant	-12.10%
English Acquisition program	-12.10%
TUPE - grades 4-8	-12.10%
TUPE - grades 9-12	-12.10%
Economic Impact Aid	-12.10%
EIA - LEP	-12.10%
Education Technology	-12.10%
GATE	-12.10%
Instructional Mat'l Block grant	-12.10%
Partnership Academies	-12.10%
SIP Grades K-8	-12.10%
Peer Assistance & Review	-12.10%
Staff Development - BTSA	-12.10%
10 th Grade Counseling	-12.10%

Please see attached Excel spreadsheet for details.

- C. Federal Income - we will budget appropriate dollars per grant letters and include deferred income from 2002-03. However, Federal Special Education will not be budgeted to include any COLA increase.

D. State Income – we will budget appropriate dollars per grant letters including the Governor’s proposed budget reductions. We will include deferred income from 2002-03 when applicable.

i) State Mandated Cost
We propose a conservative \$500,000 in income for 2003-04. Unfunded claims from 2002-03 are supposed to be funded with interest from the State.

ii) State Lottery
We will budget \$114.00 per ADA at estimated 10,221.96 2002-03 Annual ADA (includes Adult Education) for the Unrestricted General Fund and \$12.00 per ADA at 10,221.96 ADA for Proposition 20 instructional materials fund.

iii) Targeted Instruction Improvement Program (Desegregation)
We will budget \$3,841,892, which includes a 12.10% reduction in COLA from last fiscal year’s dollars.

iv) Staff Development Buy Back Days – it is likely the State is going to fund only one staff development buy back day and the District will budget accordingly for the income. However, the three staff development days are included in the teachers’ salary contract.

E. Local Income

i) Parcel Tax – will be increased by formula and prior year Revenue Limit COLA

	IN		THOUSANDS			
	2000-01	2001-02	% Of Increase	2002-03	2003-04	% Of Increase
Parcel Tax	\$9254	\$9697	4.8%	\$10,174	\$10,673	4.90%

ii) Leases and Rentals – we will budget \$400,000 for rental income In General Fund Unrestricted.

	2000-01	2001-02	2002-03	2003-04	% Of Increase
Rental Income		\$346,454	\$400,000	\$400,000	0.00%

iii) Interest income – will budget \$50,000 because the General Fund Unrestricted will be negative in cash most of the months and will not generate much interest income. BB and BSEP will budget the interest income appropriately.

3. EXPENDITURES:

- A. We will estimate carryover of entitlement (Fund Balance) dollars as applicable.

- B. FTEs for the 2003-04 Budget Development will be budgeted according to the staffing allocation provided by the Human Resources department. Staffing will reflect staffing reductions approved by the Board.

GENERAL FUND COMBINED:

- A. Certificated Salaries (BFT):
 - No salary increase will be budgeted
 - A 1.50% of step and column will be budgeted
 - Three staff development buy-back days will be included in the salary expenditures

- B. Certificated Management salaries (UBA):
 - No salary increase will be budgeted
 - Appropriate step and column will be budgeted

- C. Certificated Management (Non-represented Group)
 - No salary increase will be budgeted.
 - Appropriate step and column will be budgeted

- D. Classified Managers No salary increase will be budgeted. Appropriate step and column will be budgeted

- E. Classified Employees
 - No salary increase will be budgeted
 - An estimated 1.25% will be included for step movement.

- F. Salary-driven benefits for all employees will be as follows:

CERTIFICATED	
STRS	8.25%
MEDICARE	1.45%
SUI	0.30%
W/C	4.80%
RETIREEES' BENEFIT RATE	4.05%
TOTAL* (for every salary dollar)	18.85%

CLASSIFIED	
PERS rate **	9.50%
PERS R/L Reduction	3.52%
OASDI	6.20%
Medicare	1.45%
SUI	0.30%
W/C	4.80%
RETIREEES' BENEFIT RATE	4.05%
TOTAL* (for every salary dollar)	29.82%

Due to the soft market in the investment market, PERS Board may raise this rate further to make up for current classified retirees' pensions.

- G. Health and welfare benefits – Currently the District is exploring cost containment options with its employee organizations. However, notwithstanding changes to the existing benefits plan design, the same coverage is projected to increase approximately 20% for 2003-2004 fiscal year. We have taken the conservative approach and budgeted \$10,810.32 per full-time certificated employee and \$11,123,52 for classified employee, which reflects the premium increase.
- H. Books and Supplies – General Fund Unrestricted — minimal increase based on the following allocations given to sites:
- K-5 \$22 per projected enrollment
 - Middle Schools \$30 per projected enrollment
 - High School \$50 per projected enrollment

BB and BSEP will fund the supply category as needed and per formula respectively.

I .Services and Other Operating Expenses Supplies — Minimal increase over last year's expenditures including BB and BSEP's funds.

J. Capital Outlay

- It is assumed that there will be no equipment purchases with General Fund monies. Equipment will be purchased with interest earnings on the Bond Fund per the Bond ballot language and the BSEP Fund.
- BB and BSEP will budget these costs based on needs

OTHER FUNDS FOR 2003-04 BUDGET DEVELOPMENT:

1. Cafeteria Fund

This Fund is going to be in a deficit status because the District, beginning in 2002-03, retained the meals for needy reimbursement (\$421,695) from the State and withdrew its contribution of \$350,000. This Fund will need restructuring in order to maintain its fiscal solvency.

2. Child Development Fund

The Superintendent has met with staff on many occasions to study the analyses on the Franklin Preschool and Vera Casey Center. At the Third Interim, both budgets are projected to be in deficit at the end of the fiscal year and will be for 2003-04 fiscal year. This Fund will need restructuring in order to maintain its fiscal solvency.

A. Adult Education Fund

Anticipated to have some adjustments in order to maintain operations at the same level as in FY 2002-03.

4. Self Insurance Fund

The General Fund continues to buy down the unfunded liability to this fund.

5. Deferred Maintenance Fund

The District's match to this fund will be provided by the interest generated in the Bond Fund.

6. Bond Fund

Anticipated to be fiscally solvent as in FY 2003.

OTHER AREAS THAT NEED TO BE DETERMINED FOR 2003-04 BUDGET DEVELOPMENT:

1. State Budget

The fiscal crisis in the State will have significant ramifications. The attached Excel spreadsheet that shows the budget reductions that will be included in the development of the 2003-04 budget.

2. Encroachment from Other Funds

There may be encroachment from the other funds if the deficits in these funds are not resolved in 2002-03.

SCHEDULE OF DIRECT AND INDIRECT SUPPORT COSTS
FOR
2003-2004 BUDGET ASSUMPTIONS
MAY 21, 2003

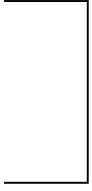
DESCRIPTION	FISCAL YEAR	ACTUALLY COMPUTED & REPORTED	APPLIED IN FOLLOWING BUDGET YEAR	PROPOSED
Indirect Support				
Indirect Cost****	2000-2001	\$ 5,645,633		
Total Direct & Direct Support Cost		\$ 90,488,618		
Indirect Cost Rate		6.24%	6.24%	
Direct Support				
Operations/Utilities		\$ 12,339,485		
Classroom Unit		814.94		
Per Unit Cost Allocation		\$ 15,142	\$ 9,825	
Indirect Support				
Indirect Cost****	2001-2002	\$ 8,688,358	\$ 8,688,358	\$ 8,688,358
Total Direct & Direct Support Cost		\$ 93,508,670	\$ 93,508,670	\$ 93,508,670
Indirect Cost Rate		9.29%	9.29%	9.29%
Direct Support				
Operations (Custodial Services)/Utilities		\$ 7,722,705		\$ 4,866,921
Classroom Unit		782.58		593.91
Per Unit Cost Allocation		\$ 9,868	\$ 9,825	\$ 8,195

* This amount is reduced by the Audited Financial Statement for BB Maintenance of \$2,807,031 and \$48,753 for BSEP Fund 7.

** This is the district-wide classroom units in accordance with the Capacity Study recently presented to the Board. It does not include classroom unit equivalents for common areas of use including school site offices, cafeteria areas used as multi-use, district office, hallways, restrooms, etc.

*** This is the resultant per classroom unit cost of utilities and custodial services after the revised classroom units and adjusting for the BB Measure funding of maintenance cost in the district. This would affect the BSEP Class Size funding allocation for the Direct Support Cost distributed on the FTE=classroom unit basis.

****Indirect Cost includes such items as: Personnel Services, Insurances, Accounting Services, Payroll, Purchasing, Superintendent and Board costs, Centralized Data Processing Services, etc.



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