

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence Superintendent
FROM: Tina Brier, Director, Classified Personnel
 Patricia Calvert, Director, Certificated Personnel
DATE: February 4, 2004
SUBJECT: ACCEPTANCE OF HUMAN RESOURCES REPORT 04-03
 Following is Human Resources Report 04-03 which reports details of personnel assignments, employment, and terminations.

CERTIFICATED EMPLOYEES						
NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
<u>RESIGNATION</u>						
Julie Guilfooy	Teacher	Berkeley High	General	1.00	12/19/03	
Thomas Kordick	Teacher	Berkeley High	General	1.00	6/20/03	
Bruce Montagner	Teacher	Longfellow	General	1.00	1/14/04	
<u>LEAVE OF ABSENCE WITHOUT PAY</u>						
Rodney Kopish	Teacher	Berkeley High	General	1.00	8/04	6/05
Carol Takaki	Teacher	Adult School	Site	1.00	2/17/04	6/11/04
<u>REDUCED WORKLOAD</u>						
Louise Rosenkrantz	Teacher	Malcolm X	General	.20	1/26/04	
<u>ADULT SCHOOL TEACHERS</u>						
Iara Campos-Davids	Teacher	Adult School	Site	\$30.39/hrly	1/27/04	6/30/04
Melissa Edwards	Teacher	Adult School	Site	\$30.39/hrly	1/27/04	6/30/04
Molly Flanagan	Teacher	Adult School	Site	\$30.39/hrly	1/8/04	6/30/04
Sharon Frankel	Teacher	Adult School	Site	\$30.39/hrly	1/27/04	6/30/04
Sally Maxwell	Teacher	Adult School	Site	\$30.39/hrly	11/10/03	6/30/04
Karina Simpson	Teacher	Adult School	Site	\$30.39/hrly	1/27/04	6/30/04
<u>STIPEND-DRAMA TEACHER</u>						
Jordan Winer	Teacher	Berkeley High	Site	\$3,381.00	8/25/03	1/23/04
<u>CURRICULUM DEVELOPMENT-PARENT ORIENTATION</u>						
Barbara Lind	Teacher	King	Site	NTE 4 hrs	1/04	
Anthony Mason	Teacher	King	Site	NTE 4 hrs	1/04	
Joy Osborne	Teacher	King	Site	NTE 4 hrs	1/04	
Susan Ryan	Teacher	King	Site	NTE 4 hrs	1/04	
Katherine Schaaf	Teacher	King	Site	NTE 6 hrs	1/04	

CERTIFICATED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
Richard Silberg	Teacher	King	Site	NTE 4 hrs	1/04	
Beth Sonnenberg	Teacher	King	Site	NTE 4 hrs	1/04	

Page 2 of 6

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
<u>ADMINISTRATIVE LEAVE WITHOUT PAY</u>							
Mary Anne Reynolds	School Safety Officer	Berkeley High				1/9/04	
<u>RESIGNATION</u>							
Julie Beagle	Instructional Tech. (Cooking)	Malcolm X				1/1/04	
Tonya Frazier	Instructional Assistant (Special Education)	All District				1/14/04	
Tina Piggee	Instructional Assistant (Special Education)	King				1/9/04	
Christopher Robison	Instructional Tech. (Athletics)	Willard				1/12/04	
Tracy Salvidar	Instructional Tech. (After School)	Malcolm X				1/23/04	
<u>LEAVE OF ABSENCE WITH PAY</u>							
Carolyn Agee	Instructional Assistant (ECE)	King Child Care				1/16/04	5/27/04
<u>PERMANENT</u>							
Walter Mitchell	School Safety Officer	Berkeley High	Site Fund	44/2	+ .33 FTE \$18.48 hr	1/1/04	
<u>PERMANENT (TRANSFER)</u>							
James Harris	Custodian I	Adult School	Site Fund	32/5	1.0 FTE \$15.96 hr	1/12/04	
<u>PROBATIONARY</u>							
Ami Hall	Instructional Tech. (Cooking)	Willard	Site Fund	34/1	.43 FTE \$13.76 hr	1/1/04	7/1/04
Jessica Lopez-Tello	Clerical III (Bilingual)	Berkeley High	BSEP	36/1	.47 FTE \$14.45 hr	1/27/04	7/27/04
David Pagano	School Bus Driver	Transportation	General Fund	42/2	.80 FTE \$17.61 hr	12/02/03	6/2/04
Don Patterson	V&E Mechanic Assistant	Transportation	General Fund	38/1	1.0 FTE \$15.18 hr	12/2/04	6/2/04
Attilah Reese	Instructional Tech. (After School)	Malcolm X	Site Fund	34/1	.53 FTE \$13.76 hr	11/3/04	5/3/04
Gabriel Todd	Instructional Tech. (Cooking)	Willard	Site Fund	34/1	.17 FTE \$13.76 hr	12/2/03	6/2/04

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Gabriel Todd	Instructional Tech. (Cooking)	Thousand Oaks	Site Fund	34/1	.50 FTE \$13.76 hr	12/2/03	6/2/04
Eva Wert	Instructional Tech. (Cooking)	Rosa Parks	Site Fund	34/1	.30 FTE \$13.76 hr	12/2/04	6/2/04
<u>PROVISIONAL</u>							
Renona Alexis	Snack Bar Operator	Berkeley High	Cafeteria Fund	34/3	.87 FTE \$15.18 hr	1/1/04	4/4/04
Cathi Hackbarth	Administrative Coordinator	Special Education	Special Ed.	52/5	1.0 FTE \$26.17 hr	1/16/04	3/16/04
Rafael Ortiz	Custodian I	Berkeley High	Site Fund	32/1	1.0 FTE \$13.10 hr	1/14/04	4/14/04
Laquetta Osborne	Instructional Tech. (After School)	Emerson	Site Fund	34/1	.60 FTE \$13.76 hr	1/5/04	4/5/04
Juan Ruiz	Custodian I	Berkeley High	Site Fund	32/1	1.0 FTE \$13.10 hr	1/1/04	4/4/04
Laurel Turman	Instructional Tech. (Cooking)	Malcolm X	Site Fund	34/1	.53 FTE \$13.76 hr	1/20/04	4/20/04
Jeremiah Vierra	Instructional Assistant (Special Education)	King	Special Ed.	31/1	.80 FTE \$12.77 hr	1/5/04	4/5/04
Sherri Wilson	Administrative Coordinator	Student Services	General Fund	52/4	1.0 FTE \$24.94 hr	1/16/04	3/16/04
<u>PROVISIONAL (CORRECTION FROM JAN 21)</u>							
Bradley Hilton	Micro Computer Tech.	All District	BSEP	52/1	1.0 FTE \$21.48 hr	1/5/04	4/5/04
<u>TEMPORARY/HOURLY</u>							
Terry Bloomsburgh	Accounting Technician	Transportation	General Fund	43/1	25 hrs/wk \$17.18 hr	1/8/04	3/8/04
Willie Butler	Noon Director	Malcolm X	Site Fund	N/A	10 hrs/wk \$11.45 hr	12/8/03	6/11/04
Kimberly Faggianelli	Lifeguard	Berkeley High	Special Ed	N/A	7.5 hrs/wk \$11.45 hr	1/15/04	6/11/04
Dennis Hall	Instructional Specialist (Garden)	Cragmont	Site Fund	51/1	NTE 800 hrs \$20.96 hr	10/15/03	6/11/04
Aminah Ilyas	Clerical Specialist	Transportation	General Fund	42/1	37.5 hrs/wk \$16.77 hr	2/1/04	6/30/04

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Rhonda Jefferson	Intramural Director	Berkeley High	ASB Fund	N/A	10 hrs/wk \$11.45 hr	1/1/04	6/11/04
Laquetta Osborne	Noon Director	Arts Magnet	Site Fund	N/A	10 hrs/wk \$11.45 hr	1/16/04	6/11/04
Karen Sarlo	Public Information Officer	BSEP	BSEP	69/5	25 hrs/wk \$35.52 hr	1/5/04	6/30/04
<u>SUBSTITUTES</u>							
Craig Brown	Custodian I	All District	Site Fund	31/1	NTE 7.5 hrs/day \$13.10 hr	11/19/03	6/11/04
Misty Browning	Instructional Assistant Special Education	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	11/17/03	6/11/04
Paulette Butler	Instructional Assistant Special Education	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	1/9/03	6/11/04
Vernell Davis	Clerical Specialist	All District	Site Fund	42/1	NTE 7.5 hrs/day \$16.77 hr	1/6/04	6/11/04
Michael Dixon	Food Service Assistant	All District	Cafeteria Fund	26/1	NTE 7.5 hrs/day \$11.39 hr	12/12/03	6/11/04
Ayrika Jordan	Instructional Assistant Special Education	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	12/1/03	6/11/04
Thuy Nguyen	Instructional Assistant Special Education	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	1/14/04	6/11/04
Yvonne Powell	Instructional Assistant Special Education	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	1/9/04	6/11/04
Latosha Scott	Instructional Assistant Special Educatiion	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	1/7/04	6/11/04
Emily Taufa	Instructional Assistant Special Education	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	1/1/04	6/11/04

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Myron Waters	Custodian I	All District	Site Fund	32/1	NTE 7.5 hrs/day \$13.10 hr	1/21/04	6/11/04
Carrie Wollack	Instructional Assistant Special Education	All District	Special Ed.	31/1	NTE 7.5 hrs/day \$12.77 hr	1/7/04	6/11/04
<u>STUDENT WORKER</u>							
Ronnell Halton	Student Worker	Berkeley High	Workability	N/A	20 hrs/wk \$6.75 hr	9/1/03	6/11/04
Uyer Shyu	Student Worker	Adult School	Site Fund	N/A	20 hrs/wk \$6.75 hr	1/12/04	6/11/04
<u>STIPENDS</u>							
Dwayne Byndloss	Coach (Extended Day Program)	Longfellow	Site Fund	N/A	\$600.00	12/2/03	6/11/04
Jessica Lopez-Tello	Clerical III (Bilingual)	Berkeley High	BSEP	N/A	\$10/month	1/5/04	6/11/04
Willie Fleischman	Coach (Extended Day Program)	Longfellow	Site Fund	N/A	\$600.00	12/2/03	6/11/04
<u>WORKING EVENING SHIFT, DIFFERENTIAL, ATTENDANT DUTIES, OR AS CONFIDENTIAL EMPLOYEE</u>							
Sonya Banks-Mouton	Instructional Assistant Special Education	Oxford	Special Ed.	31/5	.80 FTE + 5% differential \$.78 hr	1/1/04	
Melissa Phea	Instructional Assistant Special Education	LeConte	Special Ed.	31/1	.80 FTE + 5% differential \$.64 hr	9/1/04	

BERKELEY UNIFIED SCHOOL DISTRICT
Office of the Superintendent
2134 Martin Luther King Jr. Way
Berkeley, CA 94704-1180
Phone: (510) 644-8764 Fax: (510) 540-5358

REGULAR MEETING OF THE BOARD OF EDUCATION - AGENDA

Wednesday, February 4, 2004

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

Roll Call President John T. Selawsky
Vice President Nancy Riddle
Director Terry S. Doran
Director Shirley Issel
Director Joaquin J. Rivera
Student Director Bradley Johnson*

Administration Superintendent Michele Lawrence, Secretary

Prior to Closed Session, as necessary, staff/employee comments are taken per
Government Code Section 54957

Recess to Closed Session (Government Code Sections 3549.1d), 54956.9(a) and
54957) and Education Code Section 49819(c)—Board Conference Room

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

*The Student Director does not attend Closed Session.

Session Action Motion_____ Second_____ Vote_____

Approve Agenda Approve the Regular Meeting Agenda of
February 4, 2004

7:00 p.m. BUDGET REDUCTION COMMUNITY INPUT SESSION

7:30 p.m. RECONVENE TO PUBLIC SESSION

Approval of Minutes Approval of the Regular Board of Education 1
Minutes of January 14, 2004
Motion_____ Second_____ Vote_____

PUBLIC TESTIMONY

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

REPORTS

Union Representatives' Reports
Planning and Oversight Committee (BSEP)
Superintendent's Report
2X2 Committee Report
Board Members' Report

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.

Human Resources

2.1-C Staff Recommendation: 8
Acceptance of Accept Personnel Report 04-03, as submitted.
Personnel Report Motion_____ Second_____ Vote_____

Educational Services

3.1-C Staff Recommendation: 14
New Non-public School
placement for a special
education student Approve the new non-public school placement
for a special education student
Motion_____ Second_____ Vote_____

Business Services

4.1-C Staff Recommendation: 15
Approval of Contracts/
Purchase Orders for Authorize the Deputy Superintendent and
Services and Contracts Purchasing Agent to execute Purchase Orders
Motion_____ Second_____ Vote_____

4.2-C Staff Recommendation: 18
Resolution 03-32: Approval of Resolution 03-32: Authorization
Authorization to Change to Change Order for New Buildings at
Order to Resolution A321 Berkeley High School
Motion_____ Second_____ Vote_____

4.3-C Staff Recommendation: 22
Resolution 03-35: Adopt authorized COLA increase for BSEP
Resolution to establish tax collection.
the 2004-05 tax rate for Motion_____ Second_____ Vote_____
the "Berkeley Public
Schools Educational
Excellence Act of 1994"
(Measure B, 1994-Schools
Special Tax)

ACTION ITEMS

9:30 p.m.

4.1-A Staff Recommendation: 25
Presentation and Approval Approval of the Masterplan for Oxford
Of the Oxford Landscaping Landscaping and Approval of the
Project Schematic Design for the Oxford
Playground Project
Motion_____ Second_____ Vote_____

CONFERENCE

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

General Services

<p>1.1-CF Approval of the Revision of the Elementary Student Assignment Plan</p>	<p><u>Staff Recommendation:</u> Approve the Revision of the Student Assignment Plan Motion_____ Second_____ Vote_____</p>	<p>29</p>
<p>1.2-CF Second Reading: Policy 5115.0: Student Assignment</p>	<p><u>Staff Recommendation:</u> Accept at Second Reading Board Policy 5115.0: Student Assignment Motion_____ Second_____ Vote_____</p>	<p>51</p>

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

<p>1.1-I Presentation of the Proposed Reduction and Third Phase of the Financial Recovery Plan</p>	<p><u>Staff Recommendation:</u> Review and discuss the District's Proposed Financial Recovery Plan</p>	<p>54</p>
<p>8:30 p.m. 1.1-I Jacki Fox Ruby, member, Alameda County Board of Education, representing our area, will be giving a brief presentation on the services provided by Alameda County</p>	<p><u>Staff Recommendation:</u> Receive for information.</p>	<p>Oral Presentation.</p>

Educational Services

8:45 p.m.

3.1-I

Berkeley High School

Goals Progress

Staff Recommendation:

Receive for information.

73

3.2-I

Monthly School

Enrollment Report

and Average Daily

Attendance Summaries

Staff Recommendation:

Receive for information.

74

EXTENDED PUBLIC TESTIMONY

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

- Schedule of Board of Education Meetings for 2004:

February 4, 2004
February 18, 2004
February 25, 2004—Special Board of Education Meeting
March 10, 2004
March 24, 2004
April 14, 2004
April 21, 2004
May 5, 2004
May 19, 2004
June 2, 2004
June 23, 2004
July 7, 2004 (Tentative)
August 25, 2004
September 1, 2004
September 15, 2004
October 6, 2004
October 20, 2004
November 3, 2004
November 17, 2004
December 1, 2004
December 15, 2004

- Community Budget Information Meetings:

Wednesday, February 4, 2004, 7:00 p.m.-7:30 p.m., Council Chambers
Thursday, February 5, 2004, 6:00 p.m.-8:00 p.m., Council Chambers
Monday, February 9, 2004, 6:00 p.m.-8:00 p.m., Council Chambers
Wednesday, February 18, 2004, 7:00 p.m.-7:30 p.m., Council Chambers

RECESS TO CLOSED SESSION

ADJOURNMENT: Time_____

GUIDELINES FOR SPEAKERS

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

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

Please fill in a **REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD** (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 is welcome at the Board of Education Meetings. **However, we ask that matters pertaining to individual employees of the Berkeley Unified School District be discussed in private.** There is an established procedure for making such complaints. You may obtain information about this procedure from a school or from the Superintendent's Office.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Ken Jacopetti, Student Support Services Director
DATE: February 4, 2004
SUBJECT: New Non-public School Placement for a Special Education Student

BACKGROUND INFORMATION

Below is a new non-public school placement contract for a Special Education Student. A brief description of the rationale for this placement is included.

Non-Public School Placement at La Cheim School

Student's DOB 9/29/91

Student qualifies for Special Education services as an individual with a Specific Learning Disability and with a Serious Emotional Disturbance. He was referred for an AB3632 evaluation and qualifies for those services. The IEP team has decided that, due to his severe behavioral and emotional problems, he would be better served in a day treatment program. He is being placed at La Cheim in Richmond.

Duration:	11/13/03 - 6/30/04	
Daily rate:	\$153 x 135 days	= \$20,502.00
Transportation:	\$31.43 x 135 days	= \$ 4,243.05
Total:	\$24,745.05	

Total \$24,745.05

POLICY/CODE

Board Policy: DJB
Education Code: 56365(a)
Education Code: 56361(e)
Education Code: 56366

FISCAL IMPACT

\$24,745.05 in expenses to the General Fund.

STAFF RECOMMENDATION

Approve the non-public school placement for this student.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Eric D. Smith
Deputy Superintendent of Business and Operations (CBO)
DATE: February 4, 2004
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. Ratification of contract to Done in Love for catering services for King, Longfellow and Willard Middle Schools staff development day, February 2, 2004. The cost to be paid will not exceed \$4,000. To be paid from General Fund Superintendent's Budget.
2. Ratification of contract to Dept of Industrial Relations for payment for unpaid civil penalty OSHA inspection # 301131207 and appeal #02-RID4-2859/2861. The cost to be paid will not exceed \$37,500. To be paid from General Fund Budget. Requested by Eric D. Smith.
3. Ratification of contract to Susan M. Bluma to provide speech and language per IEP agreement for 2 hrs/week at a rate of \$96/hr for the period November 1, 2003 through June 30, 2004. The cost will not exceed \$6,336. To be paid from General Fund Special Education Budget. Requested by Ken Jacopetti.
4. Ratification of contract to Bay Area Community Resources to provide mental health counseling services in the amount of \$4,000, greening project services in the amount of \$7,000 and youth support services in the amount of \$7,000 for a total cost not to exceed \$18,000 the 2003/2004 SY. To be paid from Willard School BSEP Budget. Requested by Michele Patterson.
5. Debi Austin to provide assembly presentation at Berkeley High and Berkeley Alternative High Schools on February 9, 2004. The cost will not exceed \$500. To be paid from Tobacco Prevention Program. Requested by Gerald Herrick.

6. Sports 4 Kids to provide sports and recreation program for students at Emerson, Rosa Parks and Thousand Oaks Schools for the 2003/2004 SY. The cost will not exceed \$50,000. To be paid from BSEP Budget. Requested by Gerald Herrick.
7. The Marshall Group to provide design services to perform preliminary design only for Longfellow and Willard Middle Schools to see how BUSD could improve the kitchen infrastructures at these sites to be more comparable to the other middle school. The cost will not exceed \$50,000. To be paid from Measure AA Budget. Requested by Lew Jones.
8. RGA Environmental, Inc. to provide services for specifications for abatement of asbestos and lead, including monitoring and test samples. The cost will not exceed \$7,000. To be paid from Measure AA Budget. Requested by Lew Jones.
9. Nicolay Consulting to provide actuarial valuation of post-retirement health benefits preparation of draft actuarial report including summary of the post-retirement benefits provided by BUSD, estimated present value at post retirement. Medical and dental benefits for current and future certificated, classified and management retirees as of measurement dates and the services as itemized in proposal dated December 3, 2003. The cost will not exceed \$7,900. To be paid from General Fund Budget. Requested by Eric D. Smith.
10. NCS Pearson to provide on site maintenance for equipment located at the Berkeley Adult School for the period December 1, 2003 through November 30, 2004. The cost will not exceed \$804. To be paid from Adult School Budget. Requested by Margaret Kirkpatrick.
11. Agreement between Berkeley Unified School District and Ecology Center to organize and conduct approximately seven in-class "Market to Classroom" trips, one trip to each of the seven Network eligible schools, with each trip consisting of two classroom visits. Trips will target 4th grade classes and consist of nutrition education via sustainable agriculture and food systems lessons. Organize and lead approximately eight trips to the Derby Street Farmers' Market during the months of June, July, and August 2004. Plan logistics, scheduling, and work with teachers to develop trip activities and itinerary. Organize, purchase and provide a healthy snack for each class trip for the period October 1, 2003 through September 30, 2004. The cost will not exceed \$5,270. To be paid from Nutrition Network Budget. Requested by Neil Smith.

12. Increase in contract to Allegra Printing and Imaging to provide printing services for the 2003/2004 SY. Board approval in the amount of \$14,500 on November 19, 2003. The additional time required will increase the cost by \$8,979 for a total of \$23,479. To be paid from General Fund Berkeley High School Budget. Requested by Jim Slempp.
13. UC Berkeley Stud/Family Program to provide workshops at LeConte School. The cost will not exceed \$3,225. To be paid from Magnet Budget. Requested by Pat Saddler.
14. San Leandro Towing to provide towing services for BUSD buses for the period 2003/ 2004 FY. The cost will not exceed \$1,500. To be paid from General Fund Transportation Budget. Requested by Bernadette Cormier.
15. Karl Studinger to provide inspection services related to the construction phase of the Franklin Adult School Modernization Project. The previous inspector had to resign do to personal problems. The cost will not exceed \$71,500. To be paid from Measure AA Budget. Requested by Lew Jones.
16. Increase in contract to Accountants, Inc. to provide temporary employment services for the period February 17, through March 15, 2004. Board approval in the amount of \$11,408 on January 14, 2004. The additional time required will increase the cost by \$4,860 for a total amount of \$16,268. To be paid from General Fund Accounting Budget. Requested by Song Chin-Bendib.
17. Increase in contract to American Council on Education to provide GED testing for the 2003/2004 SY. Board approval in the amount of \$2,500 on August 20, 2003. The additional time required will increase the cost by \$5,000 for a total amount of \$7,500. To be paid from Adult School Budget. Requested by Margaret Kirkpatrick.

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: February 4, 2004
SUBJECT: Approve a Change Order for the New Building Project at Berkeley High School

BACKGROUND INFORMATION

On December 6, 2000, the Board approved a contract to construct the new buildings at Berkeley High School. The original design was planned and bid with the B Building in place. B Building was not occupied at the time of the bid, but there was no decision about whether to retrofit this building. On May 2, 2001, the Board debated whether to remove the B building and after discussion, directed staff to do so. This decision and the opportunity the removal of the building created to improve the new buildings and the C building is the single largest element of the attached change order resolution (over \$2.2 million is connected to the B building demolition). There have been other changes as well, including owner driven changes, errors in design and unforeseen underground conditions.

The Board must approve all changes orders in excess of 10% of the contract value. The total change recommended is in excess of that amount.

POLICY/CODE

California Public Contract Code 20110- 20118.

FISCAL IMPACT

The project is funded through Measure AA. The change order is \$3,117,944. The project is still within budget, although future changes may exceed the budget.

STAFF RECOMMENDATION

Approve the change order.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 03-32

AUTHORIZATION TO CHANGE RESOLUTION NO. A321 CHANGE ORDER ON NEW BUILDINGS at BERKELEY HIGH SCHOOL

WHEREAS, this Board has heretofore on December 6, 2000, adopted Resolution No. A321 for New Buildings at Berkeley High School and

WHEREAS, this Board finds certain changes desirable; and

WHEREAS, said contractor **Arntz Builders** has proposed and agreed to certain changes to said contract as Change Orders No. 1 as follows:

ORIGINAL CONTRACT	\$29,400,000
Add	
Change Order No. 1	
1. Building B demolition work as required as a result of the fire	462,300
2. Various hazardous material abatement work required for Building B demolition and removal	881,421
3. Provide new boiler and piping at Donahue gym replace boiler that was originally in Building B.	45,486
4. West end pool "pop out" addition as a result of the demolition of Building B	550,245
5. The warranty for the roof system of the new building was increased from 10 year to a 20 year duration	48,502
6. Renovation work that was needed for the south exterior façade of Building C which included doors, windows, and exterior plaster work with the demolition of Building B.	323,636

Resolution No. 03-32
continue

7. Unforeseen underground work required during initial construction.	113,914
8. Required structural steel changes to building due to conflicts with the design.	72,469
9. Misc. architectural enhancements to building (revision to student union balcony, hardware, gym electronics, screen walls, fixture revisions, etc.)	129,071
10. Revisions to telephone and data outlets some as needed and as requested by staff.	90,900
11. Changes to kitchen design and layout.	130,000
12. Added speaker system to exterior of building.	40,000
13. Repair and replacement of site utilities and grounds.	55,000
14. Various clarifications, changes and correction made to interior of building	175,000
Subtotal	3,117,944
REVISED CONTRACT	\$32,517,944

NOW, THEREFORE, BE IT RESOLVED, that this Board consents and agrees to said Change Orders No. 1

BE IT FURTHER RESOLVED that the Deputy Superintendent, Business & Operation (CBO) and/or Purchasing Agent be authorized to approve and sign Change Orders No. 1 on the behalf of the District.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 4th day of February, 2004.

AYES:

NOES:

ABSENT:

ABSTAIN:

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Michele Lawrence, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: February 4, 2004
SUBJECT: Approval of the Masterplan for Oxford Landscaping and Approval of the Schematic Design for the Oxford Playground Project

BACKGROUND INFORMATION

As a part of the Board approved 2004 budget, the Berkeley Schools Excellence Project (BSEP) Fund 7 Plan included a project to improve the landscaping at Oxford Elementary School. A Site Committee was formed, and on November 5, 2003 the Board approved the Committee's recommendation, Miller and Company, to design this project.

The Committee met five times. There was also one larger community meeting held on December 4, 2003. The landscape architect was asked to design a masterplan and to design a project that fit within the available construction budget. Attached to this document are two drawings. The first is the masterplan and the second is the proposed project. An estimate of the cost for the proposed project is also attached to this document.

On February 4, 2004, the landscape architect, Miller and Company, will present the proposed design. The construction budget for the project is set at \$180,000. The base bid is estimated at \$174,844. The total with the alternate is estimated at \$187,523.

POLICY/CODE

Board Policy requiring design review and approval.

FISCAL IMPACT

The budget from BSEP Fund 7 is \$250,000 including all soft costs. The budget for the construction costs are \$180,000.

STAFF RECOMMENDATION

Approve the masterplan and approve the project.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Michele Lawrence, Superintendent
DATE: February 4, 2004
SUBJECT: Elementary Student Assignment Plan

BACKGROUND INFORMATION

After more than two years of consideration by a large community task force formed for the purpose of examining the issues around our current student assignment system, the staff is now prepared to present for Board discussion and approval the manner in which we intend to assign students to Berkeley Unified School District elementary schools.

In 1968, Berkeley Unified voluntarily integrated all schools. Our commitment to this important and precious legacy continues to be a primary value in our community. Forty years ago, our primary goal was to racially integrate all schools. Although it is indisputable that each student's racial and ethnic background enriches the learning environment of all students, we believe that the recognition and appreciation of the bedrock value of diversity in our schools should be expanded to consider additional factors that enhance the learning environment and recognize other factors contributing to diverse classrooms. These additional factors have independent significance separate and apart from racial and ethnic diversity.

We believe that assigning students using a multi-factor approach enriches the educational experiences of all students, advances educational aspirations, enhances critical thinking skills, facilitates the equitable distribution of resources and encourages positive relationships across racial lines. Accordingly, staff now proposes to include parent income and education levels as factors in addition to race as a means of expanding the definition of diversity and creating even greater equity among our schools. The new proposal will continue to utilize aspects of the current student assignment plan: parental choice, sibling priority and attendance zones.

Although there may be other components that could be identified as elements that bring diversity to a school, the collection, consistency and unreliability of available data make it impractical to utilize those factors and still ensure a smooth, fair and open process for assigning students to schools of their choice. Thus, as the culmination of several years of work by the Student Assignment Advisory Committee directed toward improving and refining our system of K-5 pupil assignment and in line with the recommendations of that Committee, staff now proposes the modifications set forth and described below. After long deliberation and study, we are convinced that utilizing multiple factors will best

ensure a rich learning environment in our schools and at the same time reflect the broad diversity of our community. To support this goal, the staff proposes including the following aspects in the new student assignment plan:

Parent Education Level

Berkeley Unified School District believes that the level of a parent's education is a key indicator of how a student will perform in school. We recognize that students from households whose parents possess college or advanced degrees have more developed literacy and academic skills when they enter school. A 1999 article by the College Board states: "In one large national study, only 5 percent of the eighth graders whose parents did not have a high school degree had achievement test scores in the upper quartile, whereas over half of the students who had at least one parent with a graduate degree scored in the top quartile¹." We know that well-educated parents assist their children in succeeding at high academic levels. Such help ranges from reading to their children, assisting with school homework, visiting libraries, hiring private tutors, persuading educators to place their children in advanced courses and researching for colleges and universities that might be well suited for their children's abilities. On the other hand, parents with limited resources may lack the necessary skills to provide a comparable level of support².

Moreover, broadening the discussion of parent education level, the renowned sociologist Pierre Bourdieu³ uses the term "capital" beyond its economic conception, to include non-economic forms of capital, specifically cultural and symbolic capital. He contends that different types of capital can be exchanged, acquired, and converted into other forms. The term "cultural capital" represents the accumulation of non-economic forces such as family status, social class, and commitment to education among those components that influence academic success. Bourdieu emphasizes the importance of books, paintings, museums, travel, instruments or exposure to machines (for example computers) in bringing success to a student's future. He argues that educational attainment depends heavily on the cultural capital previously acquired by the subject's family.

Other social reproduction researchers allege that little mobility exists among social classes. Jay MacCleod states: "Several decades of quantitative sociological research have demonstrated that the social class into which one is born has a major influence on where one will end up. Although mobility between classes does take place the overall structure of class relations from

¹ "Reaching the Top: A Report of the National Task Force on Minority High Achievement." The College Board , 1999, p. 9.

² "Reaching the Top: A Report of the National Task Force on Minority High Achievement." The College Board , 1999, p. 15.

³ Bourdieu, Pierre. "Cultural Reproduction and Social Reproduction." *In Power and Ideology in Education*. Ed. Jerome Karabel and A. H. Halsey . New York: Oxford University Press, 1977.

one generation to the next remains largely unchanged⁴.” Consequently, a school system must strive to ensure continued equity in its schools, particularly in a community like Berkeley where the economic and parent education levels are so varied and are subject to change relative to housing markets, the state economy and the influence that UC Berkeley exerts in our community.

The academic performance of the student population in Berkeley might serve to illustrate the social reproduction theory. As we study patterns of student performance in Berkeley, we find that parent education influences how well students perform in standardized tests. For instance, we found that students who live in East Berkeley are more likely to score higher on tests than students who live in West Berkeley. Progressive scholars have argued that cultural values do not necessarily determine behavior or success in life. Rather, cultural values arise from social stratification forces and reflect one’s social class. Thus, if a group projects limited aspirations or fails to recognize the importance of higher academic achievement, it is not because of different cultural values but because of limited opportunities. By including parent educational level in the student assignment process, Berkeley Unified School District seeks to distribute educational “capital” amongst the elementary schools and maximize the educational opportunities for all students. (See parent education by planning area in the Appendix).

Thus, having schools that only attract students from the surrounding neighborhood could adversely affect both curriculum and the perception of a quality environment. For instance, Rosa Parks and Oxford Schools are very close to the District’s desired racial diversity but are very different in their student demographics relative to parent education and income levels. Since the state of California and the federal government are penalizing or negatively labeling schools based on a single test measurement, it is incumbent on our structures to ensure that each school has an equal chance to excel on all test measurements, since failure to do so can be detrimental to the schools’ reputation.

Parent Income Level

Berkeley Unified School District believes that the economic background of students is of paramount importance. Consequently, we believe that including parent income in our student assignment plan enhances diversity at our schools. Any heavy concentration of poverty in a given school creates inequities because of the inabilities of families to purchase goods and services that can support the learning process. When individual schools have greater access than others to fundraising activities, supportive programs and instructional materials that draw from the financial resources of its parents or neighborhoods this can create conditions of inequity. Consequently, a school

⁴MacLeod, Jay. *Ain’t No Makin’It*. Boulder: Westview Press, 1987, p. 2.

district should attend to those rules and processes that inadvertently create inequitable school environments. Researchers have found that a high concentration of poor students in schools is associated with low academic achievement for both poor and wealthy students alike. Thus, all students do better when school ratios are more balanced.

In the City of Berkeley, race and social class have traditionally segregated residential housing patterns. Gary Orfield, a Harvard professor and researcher, contends that when African American and Latino students reside in predominately minority neighborhoods and attend only their neighborhood schools, they are very likely to then attend economically as well as racially segregated schools⁵. Statistics tell us that these minority-segregated schools are more likely to experience a higher concentration of poverty. Moreover, students in these schools are likely to perform poorly on tests; highly qualified teachers are more difficult to recruit and retain, and consequently poverty stricken schools are less likely to offer the rigorous courses required for admission to colleges and universities⁶. The opposite is true for schools whose parents have higher educational levels and greater wealth. Therefore, because of housing patterns in Berkeley this would also mean segregated white schools and segregated minority schools.

Our own data indicate that for the most part student test scores tend to reflect the economic solvency of their parents. As we examined our data we found that affluent children tend to score higher on tests than less affluent students. Therefore, including the parent income level in a student assignment plan guides us closer in our goal of creating equity amongst our schools and providing a supportive learning environment for all students. (See parent income by planning area in the Appendix).

Race and Ethnicity

In addition to the contributions that parent education and family income make in creating school equity, race and ethnicity also promote diversity and equal opportunity in the school community. Thus, Berkeley Unified continues to believe that using a race-conscious student assignment system is crucial to reducing, eliminating and preventing the negative effects of racial isolation while promoting the educational benefits brought by racial diversity. Geoffrey Maruyama and Jose Moreno, researchers for the American Council on Education and American Association of University Professors, in citing University of Michigan professor Patricia Gurin state:

⁵ Orfield, Gary and Yun, John T. "Resegregation in American Schools." Cambridge, MA: The Civil Rights Project, June 1999.

⁶ Frankenberg, Erica, Lee, Chungmei and Orfield, Gary. "A Multiracial Society with Segregated School: Are Losing the Dream?" Cambridge, MA: The Civil Rights Project, June 1999.

Gurin suggests that democracy in the United States is characterized by homogeneity and common identity, where people of common backgrounds and beliefs come together, rather than by diversity, where heterogeneity of backgrounds, perspectives, and identities predominate. In the latter type of democracy, groups need to forge alliances that respect competing perspectives... The leaders of today need skills that permit them to work effectively in heterogeneous environments. These skills include perspective-taking, acceptance of differences, willingness and capacity to find commonalities among our differences, acceptance of conflict as normal, conflict resolution, participation in democracy, and interest in the wider social world⁷.

Consequently, because our goal is to teach students how to thrive in a multi-cultural and multi-racial society, our ability to impart these skills in a diverse environment becomes of paramount importance. Students in these environments are more likely to experience “enhanced learning, higher educational and occupational aspirations, and positive social interaction among members of different racial and ethnic backgrounds⁸.” The benefits of diverse environments enrich not only racial and ethnic minorities but white students as well. Patricia Gurin found that white students in racially diverse classrooms were more likely to score higher on complex analytical tests, possess greater intellectual confidence, desire to pursue graduate degrees, understand and appreciate the ideas of others, and were more likely to maintain and pursue friendships across racial and ethnic lines⁹.

On June 23, 2003, the United States Supreme Court in *Grutter v. Bollinger*¹⁰ held that student diversity is a compelling state interest that can justify the use of race as a plus factor in student admissions. In reviewing the University of Michigan Law School admissions policy the Court ruled that such policy complied with the strict scrutiny test. In upholding the consideration of race to promote diversity the Court drew on *Brown v. Board of Education* to affirm that education “is the very foundation of good citizenship¹¹.” The Court further states: “We have repeatedly acknowledged the overriding importance of preparing students for work and citizenship, describing education as pivotal to

⁷ *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*. Washington, DC: American Council on Education and American Association of University Professors. 2000, p. 10.

⁸ Frankenberg, Erica, Lee, Chungmei and Orfield, Gary. “A Multiracial Society with Segregated School: Are Losing the Dream?” Cambridge, MA: The Civil Rights Project, June 1999, p.12.

⁹ Gurin, Patricia. “Wood and Sherman: Evidence for the Educational Benefits of Diversity in Higher Education: Response to the Critique by the National Association of Scholars of the Expert Witness Report of Patricia Gurin in *Gratz et al v. Bollinger* and *Grutter v. Bollinger et al.*” 2003, p. 6.

¹⁰ *Grutter v. Bollinger*, 123 S. Ct. 2325, 2003.

¹¹ *Id.* at 2340

‘sustaining our political and cultural heritage’ with a fundamental role in maintaining the fabric of society¹².”

School Equity

One of the justifications for considering the diversity factors in the student assignment plan is the extent to which these factors will contribute to school site equity. One of the measures of success of the student assignment program will be the extent to which schools offer a comparable education to the students enrolled at each site. Of course this does not mean each site must be identical since individual schools assume distinct and unique characteristics. However, each of these distinctive schools will share the equal responsibility of meeting the educational goals for achievement that apply to the District as a whole. In such a learning environment choosing or attending one school rather than another will confer neither significant advantage nor disadvantage to pupils enrolled at any individual site. The establishment and identification of a “base” program required by all schools ensures that equity without diminishing the unique qualities of a given school.

Staff Diversity

Equally important is attaining the goal of a faculty that parallels the diversity represented in the student body. This may be difficult to implement for a number of reasons such as the applicant pool, recruitment and outreach, retention problems, etc. Nevertheless, this is an important goal as well as a crucial part of site equity and our employment practices will strive to support this endeavor.

Summary

For the reasons mentioned above, the Superintendent and staff recommend the approval of expanding the student assignment system to include the three outlined diversity factors. Should the Board approve these components, the attached document details the mechanics and process that will be used to implement the student assignment plan.

POLICY/CODE: Board Resolution 7008

FISCAL IMPACT: None

STAFF RECOMMENDATION: Receive for Approval the Student Assignment Administrative Regulations.

¹² *Id.*

BERKELEY UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE REGULATIONS

NEW STUDENT ASSIGNMENT PLAN

The goal of the new elementary student assignment plan is to integrate schools by utilizing (i) parent education level, (ii) parent income level and (iii) race and ethnicity. To accomplish this goal, we created a composite diversity map that takes into consideration these three diversity factors. The parent education and parent income diversity factors were developed from data available from the 2000 US Census. The race and ethnicity factor was developed from multi-year data drawn from the K-5 student population in Berkeley Public Schools. Our student assignment lottery will no longer rely upon the actual personal attributes of students. Rather, each student will receive priority based on a composite of attributed diversity characteristics derived from the planning area in which the student lives. This new proposal will continue to utilize certain aspects of the 1995 student assignment plan: parental choice, sibling priority and attendance zones. In addition, the same methodology will be implemented in assigning students to all elementary schools; magnet schools will not use a separate student assignment system as in the past.

Choice

Choice will continue to be an integral part of the student assignment plan. The District will continue to encourage parents to learn about the elementary schools through forums like the kindergarten fair, the school kindergarten nights, school visitation hours and outreach to for profit and non-profit pre-schools. Parents will continue to submit a “parent preference form” where they will rank their school choices as “first choice,” “second choice” and “third choice.” The District will process the parent preference forms in accordance with the parents/guardians’ choices.

Siblings

Berkeley Unified School District is committed to maintaining school sibling priority. Thus, the District will continue to honor such requests to the extent possible based on space availability.

Attendance Zones

The District will continue to be divided into three elementary school attendance zones. Students who reside in a given zone will continue to have priority to the schools in their zones. The District will periodically review the zone boundaries to assess whether because of housing patterns and population changes they continue to provide student diversity and appropriate seating capacity. The zones boundaries are:

The Northwest Zone consists of Jefferson, Rosa Parks Environmental Science Magnet and Thousand Oaks Arts and Technology Magnet.

The Central Zone consists of Berkeley Arts Magnet, Cragmont, Oxford and Washington Communication and Technology Magnet.

The Southeast Zone consists of Emerson, John Muir, LeConte Science Magnet and Malcolm X Arts and Academics Magnet.

COMPUTATION OF DIVERSITY

In order to devise the composite diversity map, we divided the City of Berkeley into 445 “planning areas” (See planning areas map in the Appendix). Since 1990, we have been using this scheme of geographic divisions, which is much smaller than census tracts but larger than city blocks; typically each planning area is between 4 - 8 city blocks. The three diversity composite factors are derived in the following manner:

I. Parent Income Level

The average household income data were taken directly from 2000 Census (See parent income by planning area in the Appendix). The data are then divided into the following categories:

1. \$4000 - \$26000
2. \$26000 - \$47000
3. \$47000 - \$68000
4. \$68000 - \$89000
5. \$89000 - \$111000
6. \$111000 - \$132000
7. \$132000 - \$153000

II. Parent Education Level

The data are educational averages computed from the 2000 Census. Each planning area educational average is then weighted using the following methodology:

- 1 - Finished grade 8 or less;
- 2 - Did not finish high school;
- 3 - Finished high school;
- 3.5 - Some college or associate degree;
- 4 - Bachelor’s degree;
- 5 - Masters or professional degree;
- 6 - Doctorate.

Each weighted educational average yields a decimal number between 1.0 and 6.0. In Berkeley, each planning area educational average varies

between 3.0 and 4.6 (See parent education by planning area in the Appendix). In order to compute the educational average in each planning area the following formula is applied:

$$\text{“Education Average”} = \frac{\sum_{\text{over all the above categories}} (\text{Population of category} * \text{Weight per category})}{\text{Total population}}$$

III. Race and Ethnicity: Percentage of Students of Color

For the purpose of including race and ethnicity as one of multiple diversity factors, we developed a single-numeral measure for race and ethnicity within each planning area (See percentage students of color by planning area in the Appendix). Thus, we represent racial and ethnic diversity as a single percentage, “percent students of color.” We computed this percentage from a multi-year pool of data drawn from the K-5 student population in Berkeley Public Schools in the following manner:

$$\text{“Percent students of color”} = \frac{100 * \text{Sum students of color population in planning area}}{\text{Total population in planning area}}$$

IV. Composite Diversity Map

The three diversity factors detailed above are then combined to yield an integer “classification” category limited to values 1, 2 and 3 (See composite diversity map in the Appendix). Because each diversity factor varies in the manner in which it is measured, it must be linearly transformed from these disparate outcome spaces to a common outcome space (a decimal value between 1.0 and 3.9). The three diversity factors are then “mapped” using the following equation:

$$\begin{aligned} \text{“Composite Diversity Average”} = & \\ & .33 \times (2. + (\text{Parent Income Level} - 34000) / (70000 - 34000)) + \\ & .33 \times (2. + (\text{Parent Education Level} - 3.4) / (4.1 - 3.4)) + \\ & .33 \times (2. + (70 - \text{Percent Students of Color}) / (67 - 30)) \end{aligned}$$

Each diversity category (1, 2 or 3) is derived from this “weighted average” by applying two thresholds or “break points” to the decimal value. The breakpoints were determined after multiple experiments and careful considerations. The breakpoints were chosen to divide the city’s K-5 population into three proportions.

Weighed Avg. 1.0 to 2.2 →	Weighted Avg. 2.2 to 3.0 →	Weighted Avg. 3.0 and Above →
Category 1	Category 2	Category 3

The following is an example of computations for three planning areas. The locations of areas 34, 231 and 239 can be seen on the map that follows.

Planning Area	Average Income	Average Education	Percent Students of Color	Diversity Composite Outcome Weighted Average	Category
34	104753	4.5	10	3.66	3
231	36250	3.4	92	1.78	1
239	47574	4.2	29	2.82	2

Use of Diversity in the Student Assignment Lottery

Utilizing the three composite diversity categories, students will be assigned proportionately to elementary schools. As noted above, the actual personal attributes of students will no longer be relied upon in determining student assignments. Rather, the lottery will give priority based on the attributed diversity characteristics derived from the planning area in which the student lives. Based on his or her attributed diversity characteristics, each student will fall into one of three composite diversity categories. Priority will be given based on these composite diversity categories.

Monitoring

It will continue to be an important administrative function to monitor each school's diversity composite throughout the student assignment process (See composite diversity outcome: parent education, parent income, and race and ethnicity; composite diversity outcome: parent income; composite diversity parent education; composite diversity outcome: race and ethnicity in the Appendix). After students have indicated their school choice and are placed by lottery, it may be necessary, in some instances, to resort to a "safety valve" by which we would manually assign a student to his or her alternate choice should there be an imbalance in any of the three factors that is outside the plus or minus 5-10% range of flexibility. We expect to use the "safety valve" method of readjustment very rarely, if at all. We believe that retaining some means of discretionary administrative intervention will ensure that student needs for special programs, staffing variations, school seating capacities or late enrollments are compatible with the student assignment plan.

In October of each year as the District prepares the State required CBEDS report, an accompanying document will be included which will inform the Board of each school's diversity balance as an additional means of monitoring the implementation of the Assignment Plan.

Each year in preparation for kindergarten enrollment, sensitivity will need to be given to the analysis of developing trends or significant shifts in housing patterns or community development projects that may alter the makeup of a given planning area. The supporting software allows for modifications should these circumstances occur over time. Staff would then bring to the Board proposed revisions to the plan in order to maintain the policy goals.

Appendix

1. Planning Areas: 1-445
2. Average Parent Education by Planning Area
3. Parent Income by Planning Area
4. Percentage Students of Color by Planning Area
5. Composite Diversity Map: Parent Education, Parent Income, Race/Ethnicity
6. Composite Diversity Outcome: Parent Education, Parent Income, Race/Ethnicity
7. Composite Diversity Outcome: Parent Income
8. Composite Diversity Outcome: Parent Education
9. Composite Diversity Outcome: Race/Ethnicity

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Michele Lawrence, Superintendent
DATE: February 4, 2004
SUBJECT: Proposed Policy for Student Assignment

BACKGROUND INFORMATION

The City of Berkeley is a community rich in its diversity. This can be measured by the various racial, ethnic, economic, educational, and linguistic backgrounds of the population that inhabits the City. Therefore, it was not surprising that in 1968 the Berkeley Unified School District became the first major school system to voluntarily integrate its schools. The District initially implemented a school desegregation system by using “paired schools” and instituted a mandatory “two-way busing system.” Under this plan the District transported students from the predominately non-white West Berkeley to the predominately white East Berkeley for kindergarten to third grade and East Berkeley students to West Berkeley for fourth to sixth grade; thus, eliminating school segregation created by the de-facto residential segregation within the City.

Following the commitment to further desegregate the junior high schools, the District created two junior high schools that served students in grades seventh and eighth. The junior high school boundaries were drawn in a manner that would ensure racial integration in the two schools and again cut across City boundaries.

Over time, because of demographic changes within the City’s population, the budget constraints which required the closures of schools and the resultant shifting of attendance patterns, several schools became racially imbalanced. Additionally, many parents and teachers had expressed concern about disruptions that occurred with the “paired school” plan requiring students to change schools after the third grade. Thus, these factors necessitated the development of an alternative integration plan.

In 1995, after six years of evaluation and community discussions, the schools were reconfigured using a K-5 Elementary and 6-8 Middle School model. To that end, the School Board adopted a “controlled choice” student assignment system. The goal of the controlled choice plan was to give families a choice of schools within one of three zones and requiring each school within the zone to meet the zone-wide racial proportions of three racial categories: black, white, and other ethnicities, at a ratio of plus or minus 5%.

As a result of the changing legislation in California, in September of 2000, the Superintendent, Jack McLaughlin, convened a Student Assignment Advisory

Committee. The Committee's charge was to develop two alternative assignment plans at the elementary level: One including the use of race and one with factors excluding the use of race. Following a public forum the Committee recommended retaining the existing controlled choice student assignment plan. The Board elected to maintain the existing plan. However, throughout the following year the Committee continued to meet and discuss equity in our schools and race neutral factors to create school diversity.

During that same year the Committee was asked to formally address the earlier charge of a student assignment plan that expanded the definition of diversity and one that did not use race as a factor. A progress report and a preliminary proposal, requiring no Board action, were presented for discussion. Again, community input was sought and opinions were expressed regarding the merits of the components of this preliminary plan. The Board indicated areas they felt needed greater development and asked staff to continue their work. Since that date, further study and refinement have been done and the staff is now prepared, based on the work of the Committee, to present both a policy and program components of a student assignment system.

Now, in preparation for the coming year, it is time once again to consider the means by which we assign students. Tonight, the Board is asked to consider adopting a new policy and a new system for assigning students.

Attached is the proposed Board Policy that establishes the philosophy and goals on which the Student Assignment System can be based. Although the Board has previously approved a resolution indicating their beliefs and desires, staff is recommending a formal policy be adopted in keeping with our new policy adoption procedure.

POLICY/CODE:

Resolution 7008

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Accept for second reading and adoption the proposed policy for the establishment of a District Student Assignment System and Criteria.

ELEMENTARY STUDENT ASSIGNMENT

BERKELEY UNIFIED SCHOOL DISTRICT

Berkeley Unified School District believes that diversity in our student population enriches the educational experiences of students; advances educational and occupational aspirations; enhances critical thinking skills; facilitates the equitable distribution of resources; reduces, prevents or eliminates the effects of racial and social isolation; encourages positive relationships across racial and economic lines by breaking the cycle of racial hostility to foster a community of tolerance and appreciation of students from varied and diverse backgrounds; and promotes participation in a pluralistic society.

Berkeley Unified School District believes that our commitment to these ideals is a strongly held community value and as such, we are committed to ensuring that policies, processes and educational programs that promote the values of socio-economic and racial diversity will be designed and implemented.

Further, Berkeley Unified School District believes that free and public education is the right of all the children of Berkeley, hence, at each and every school a quality education shall be provided that ensures equal opportunities for all students to be taught a strong core curriculum, participate in enriched learning experiences and receive resources that promote success for all students.

To advance these values, the District's Student Assignment Plan must be developed to ensure that that each elementary school's student population, within an identified zone, reflects the diversity of the student population attending District elementary schools within that zone. Such a plan should be developed that achieves the goal of socio-economic and racial diversity with a target range of plus or minus 5-10%.

Legal Reference:

Education Code:	35160	Authority of Governing Board
	35160.1	Broad authority of schools districts
	35160.5	District policies; rules and regulations
	35291	Rules
	35350	Transportation of students
	35351	Assignment of students to particular schools

BERKELEY UNIFIED SCHOOL DISTRICT
FINANCIAL RECOVERY PLAN FOR FY 2004-2005

February 4, 2004

RECOVERY PLAN ASSUMPTIONS:

The document attached is the best work to-date despite the unknown factors from the Governor's budget. It is also limited by staff's time and personnel resources necessary to examine, in depth, every program budget that might realize greater savings. Nevertheless, considerable work has been done to minimize the impact on school programs and keep reductions away from the classroom. The recommendations are based on the Board declaring a "fiscal emergency" status which maintains class sizes at their present level. Recommendations were advanced by central office administration augmented by site level representation of administrators. Input and discussion with employee unions and community members in the next two weeks may necessitate modifications prior to final recommendation of the Three Year Plan to the Board by the Superintendent.

It is anticipated that the FY 2003-04 budget will be balanced by the closing of FY 2004. To ensure that this target is realized, District staff continues to review the budget to identify further savings and to make technical adjustments. These adjustments will be reflected in the Second Interim Report. It is recognized that any reduction of on-going expense in the current year avoids the compounding effect on next year's budget; consequently, authorization for over-time work, substitutes, conference and travel, supplemental purchases and other expenditures is still being monitored tightly.

The cost savings identified in this document are based on the following assumptions:

- Revenue limit calculations will be based on the prior year guarantee (i.e., the greater of current year or prior year P-2 attendance) due to continued declining enrollment.
- Savings from the mandatory Health & Welfare reenrollment have already been factored into the proposed FY 2004-05 budget.
- Staffing allocations have been calculated based on a decline in enrollment of 176 students district-wide.
- Health and welfare benefits are projected to increase by 18%.

- The FY 2003-04 budget will be balanced by the closing of FY 2004.
- The average total compensation for classroom teachers is estimated to be, in FY 2004-2005, \$78,100 (including the increased costs of medical benefits and statutory fringe benefits).
- The total compensation (including the increased cost of medical benefits and statutory fringe) for classified personnel is calculated at the approximate actual cost of the identified position.
- Neither the Governor's proposed cost of living adjustment (COLA) of 1.84% nor proposed categorical reform are included due to the precarious nature of the State's budget.
- The estimated savings have been rounded to the nearest hundred dollars.

FY 2004-2005 ADMINISTRATIVE PROGRAM REDUCTIONS AND/OR REVENUE ENHANCEMENTS

RECOGNIZE REDUCTION IN WORKER'S COMPENSATION RATE

The District moved from being insured by the State Compensation Insurance Fund to being self-insured for Worker's Compensation effective with the 2004 calendar year. As a result, the amount being charged to payroll for Worker's Compensation dropped from \$4.80 to \$2.00 per \$100 of payroll--a reduction of \$1,233,257 in the district's overall expense in this area. Of this amount, approximately \$1,000,000 is attributable to the Unrestricted General Fund. However, since this change occurred mid year, the full savings were not reflected in the FY 2003-04 budget. When applied on annual basis, this adjustment will relieve the Unrestricted General Fund by an additional \$500,000 in FY 2005.

SAVINGS: \$500,000

PREPAY UNFUNDED LIABILITY IN SELF INSURANCE FUND

In January of 2002, the Board committed to “buying down” a historical liability in the Self Insurance Fund by establishing a payment schedule of \$412,000 per year through FY 2004-05. Because the payment constitutes an ongoing expenditure in the budget, payment of the last installment with one time funds will result in an ongoing expenditure reduction of \$412,000. We recommend the following adjustments to “free up” enough one time funds to pay the last installment of the payment schedule:

- The Facilities and Maintenance funds pay their fair share for the FCMAT report.
- Charge the Communications Technician position to Measure BB (the position was previously charged there in FY 2001-02 and 2002-03).
- Charge a portion of the BHS Vice Principal responsible for supervision of the BHS facilities maintenance to Measure BB.
- Charge the time required to install the new computers as well as parts needed for installation to the Bond interest budget (equipment was purchased with Bond interest earnings).

<u>Summary of Items</u>	<u>Fund</u>	<u>FY 2004</u>	<u>FY 2005</u>
FCMAT Facilities Review Cost \$50,000 charged _ to AA and _ to BB	AA	\$ 25,000*	
Communications Technician Returned to Maintenance budget	BB	\$ 76,000	\$ 76,000
Portion of VP at BHS charged to Maintenance per his responsibilities (37%)	BB	\$ 49,000	\$ 49,000
Technology Supervisor to purchase and install new computers.	AA (Interest)	\$ 81,500*	
Technology parts Required for installation	AA (Interest)	\$ 30,000*	

*Represents one-time savings

NET SAVINGS: \$412,000

REDUCE BUDGET FOR SPECIAL EDUCATION SETTLEMENT COSTS

During the 2003-04 fiscal year, significant funds were budgeted to cover the District's liability for prior year Special Education settlement costs. This expenditure line item can be reduced by \$200,000 without adversely affecting the District's Special Education program.

SAVINGS: \$200,000

**RECOGNIZE SPECIAL EDUCATION MANDATED COSTS
REIMBURSEMENT**

In fall of 2000, Governor Gray Davis agreed to negotiate a settlement in the 20-year old Special Education Mandated Claim. In addition to providing a \$520 million one time allocation to SELPAs, the settlement required that \$250 million be paid to school districts in \$25 million installments over a ten year period. It has come to our attention that our District has not recognized our proportional share of this settlement in the past. It is now appropriate to recognize this revenue.

NEW REVENUE: \$41,300

**RECOGNIZE REBATE FROM CALIFORNIA PUBLIC UTILITY
COMMISSION (CPUC)**

As part of the approved settlement plan to resolve its Chapter 11 bankruptcy, Pacific Gas and Electric Company has announced a rate design agreement with representatives of major customer groups to rebate approximately \$800 million in electric rate reductions for calendar year 2004.

In March of 2001, a three cents surcharge was adopted by the California Public Commission (CPUC). The surcharge was allocated to residential customers that used more than 130 percent of baseline and to business and agricultural customers. The new rate structure will reduce the rates in the classes that paid the surcharges in proportion to the increase.

Business customers, who paid most of the costs from the emergency surcharge rates imposed during the energy crisis, will see their rates reduced between nine and fifteen percent, depending on their customer class. Based on districtwide electricity expenditures of \$1,155,081 in the Unrestricted General Fund, we estimate that the CPUC reduction will result in a savings of ten percent to the District of \$115,500.

SAVINGS: \$115,500

REDUCE LEGAL FEES

The anticipated conclusion of contract negotiations with our unions that previously required assistance from our legal counsel, the settlement of some earlier liability claims requiring legal support, and the resolution of several difficult employee discipline cases assisted by legal counsel, allows us to now anticipate that the budget for attorney fees can be reduced significantly. The competence, knowledge and experience of District administrators has grown to a significant degree and staff's participation in professional associations that provide collegial support are all factors contributing to less reliance on outside attorneys. Further, the accounting for all legal fees will now fall under the Superintendent's office requiring the Superintendent's approval before attorneys are contracted, thus increasing the monitoring of legal costs. Through these means, it is anticipated that fees for outside attorneys can be reduced by \$150,000 for the coming year.

SAVINGS: \$150,000

ELIMINATE PAYMENT TO FCMAT FOR TECHNOLOGY SERVICES

The District budgeted \$55,800 for FCMAT to provide technology services in 2003-04. Since the services were rendered in fiscal year 2002-03, and the payments were made during the 2002-03 and 2003-04 fiscal years, this expenditure may be eliminated.

SAVINGS: \$55,800

IMPROVE PAYROLL SYSTEMS

Inaccurate records can financially hurt both the employee and the District. There is anecdotal evidence that indicates that there are significant problems in the tracking of absences, vacation accruals and accurate charging of payments for hourly and daily timesheets. Imperfect systems for accountability in this area negatively impact the budget. For example, as was discovered in a recent review process, there were payout errors for vacation and sick leave for five employees totaling over \$30,000, two classified managers were discovered to have been accumulating vacation accruals at too high a rate, and some incorrect reporting of accumulated sick leave for certificated staff resulted in payment of a fine to the certificated staff retirement system (STRS).

Absence and vacation tracking impacts the district's budget in several ways: vacation balances are used to pay off classified employees and certificated administrators when they leave. Sick leave balances are accumulated by employees year after year and deductions are made from

an employee's accumulated time only when an absence certificate is submitted. Sick leave balances may also be a factor in some employee's retirement earnings. Currently vacation payout is an unfunded liability which has been identified as a problem by both our auditors and FCMAT. We project this liability could be as high as two million dollars.

The current timesheet process for hourly employees and daily substitutes is cumbersome and prone to errors. For example, when there is a substitute for a teacher who is paid from "soft money" (e.g., categorical or grant funds) and the substitute's timesheet is not coded to the correct account, it is paid from General Fund monies. Correct coding of hourly and daily timesheets is an area which has been improved but still needs further work.

We believe that reengineering the timesheet and absence reporting processes will eventually result in annual savings of hundreds of thousands of dollars. A detailed project plan to reengineer these two areas has already been developed. However, as improved systems are not yet consistently implemented, such large savings have not been built into this Financial Recovery plan. In our estimation, the savings of \$70,000 assumed here for FY 2005 are a conservative projection. We expect the ongoing savings in 2005-06 to be even higher.

SAVINGS: \$ 70,000

FUND RISK MANAGEMENT DEPARTMENT FROM SELF-INSURANCE FUND

In January of 2004, the District moved from the State Insurance Fund to being self-insured for Worker's Compensation. In the first 12-18 months of being self-insured, the District is anticipated to collect much more in premiums than it is expected to pay out. This is due to the contractual agreement that the claims incurred prior to January 1 2004, and the reserve required to pay those claims, are the responsibility of prior year Worker's Compensation insurance carriers (i.e., either the State Fund or Fireman's Fund). Based on an analysis of the work that is done in the Risk Management Department, it is reasonable to charge 47% of the Supervisor of Risk Management and the Department's Administrative Assistant to the Self Insurance Fund for worker's compensation.

SAVINGS: \$ 80,000

INCREASE PROPERTY RENTALS INCOME

While it is advantageous to permit the citizens of our community to use school district property to provide facilities for uses other than the educational program, when activities provided by these groups and organizations require financial support from the school system, then the K-12 instructional program is compromised.

The discovery that our rental agreements and leases are far below market value requires, in the name of prudent fiscal management, that we raise those rates. The Board policy established in the early 1990's set a direct rate for classroom usage for four hours use at \$20.00/hour; the cost now is almost \$300. Consequently, there is a significant difference between cost and revenue.

After extensive review of property rental rates among neighboring school districts and other public agencies, it is clear that there is no "industry standard" to be used when establishing rates. Rather than change our existing methodology for determining rates, we are recommending that there be an across the board increase of nineteen (19%) percent. We estimate that this will generate an additional \$50,000 to the Unrestricted General Fund in FY 2004-05.

NEW REVENUE: \$50,000

REDUCE EXPENSE FOR CUSTODIAL SUPPLIES

It has been determined that \$50,000 may be reduced from the district-wide custodial budget without adversely affecting the District's custodial operation due to the development of a different delivery system and tighter budget management.

SAVINGS: \$50,000

FUND MAINTENANCE DIFFERENTIAL FROM MAINTENANCE FUND

Certain District custodians earn a 5% salary differential for performing maintenance repair work in accordance with their Collective Bargaining Agreement. The 5% salary differential is currently being paid from the Unrestricted General Fund. Measure BB provides for the cost of doing maintenance work, including the portion of maintenance work performed by the identified custodians. It is appropriate for Measure BB to pay for these costs.

SAVINGS: \$45,300

REORGANIZE PAYROLL AND DATA PROCESSING DEPARTMENTS

Recognizing the need to systematically analyze and improve the district's systems, beginning with the need to streamline procedures and implement quality control in the Payroll Department, for the past year the Director of Research and Evaluation has taken on the responsibility of overseeing all payroll and payroll reporting functions. During his tenure over payroll, he has improved systems and has developed expertise in the financial system software. The expertise which this Director has brought to these tasks and the work he has performed to date to improve the district's payroll systems and to identify and rectify payroll errors have already resulted in savings to the District of hundreds of thousands of dollars.

While there is still important work to be done in this area, staff believes that there is no longer the need for such a high level position to directly supervise the Payroll Department. Many of the procedures and processes which the Director has implemented have been refined and are working more smoothly and accurately and Payroll Specialists have been trained on a number of the new procedures, processes, and how to handle day-to-day problems. A reorganization of the payroll and data processing departments now could further increase efficiency and generate savings.

A supervisory position is still needed in the Payroll Department, however, to continue the confidential and complex work already begun. This position not only requires very high level technical skills, but also must be a confidential position due to the nature of the work with employee groups and individual employee information. A Payroll Supervisor could take on those responsibilities; such a staffing model would be in conformance with other school districts the size of Berkeley.

Currently, the Business Office has a Senior Accountant position budgeted which is unoccupied; this position is classified at salary Range 52. Our proposal is to upgrade the classification of this position to that of a Payroll Supervisor (Range 65 on the management salary schedule). The cost to upgrade the Senior Accountant position to that of a Payroll Supervisor is \$20,533.

By relieving the Director of Research and Evaluation of the day-to-day supervision of the Payroll Department, and shifting his responsibilities to data processing and to the business system as a whole, the District will be able to save money and increase efficiency. This Director can devote more time to developing and improving the functionality of the District's infrastructure, including re-engineering the payroll systems and related forms and procedures. Equally as important, the Director will be able to

return to devote more time to the collection and analysis of valuable student achievement data and systems of performance indicators of students--an important goal for the Board and community.

Further, the conversion to the new financial system software (QSS) has resulted in many staff persons in the Business Office being able to perform work online at their desk rather than relying on centralized data processing services to print and distribute reports and so forth. Thus, members of the Data Processing department no longer need to be involved in the daily activities of the Business Office, and many responsibilities of the Systems Analyst and the Computer Operator positions have become extinct. Thus we are recommending the elimination of the Systems Analyst position in Data Processing and the reduction in time of the Computer Operator position (from 1.0 FTE to .67 FTE—5.5 hours/day). The reorganization and redistribution of responsibilities, including the upgrade to Payroll Supervisor, will result in a net savings in the amount of \$ 94,092 to the General Fund.

Replace Director's position with
Payroll Supervisor position
Eliminate Systems Analyst position, 1.0 FTE
Reduce Computer Operator position to .67 FTE

NET SAVINGS: \$94,100

FUND HUMAN RESOURCES POSITION WITH CATEGORICAL DOLLARS

Due to the burden placed on the Human Resources department by the compliance requirements of the "No Child Left Behind" legislation for recruiting, placing and training highly qualified teachers and paraprofessionals, we have determined that the Human Resources Department is spending a large amount of their time complying with this mandate. The State department permits categorical dollars to be allocated to cover the cost of this mandate. By eliminating a position in Educational Services those monies can be shifted to the Human Resources Department to fund portions of personnel currently charged to the General Fund.

Eliminate Program Assistant position, 1.0 FTE
Transfer dollars to Human Resources personnel

SAVINGS: \$62,000

FUND ASSOCIATED STUDENT BODY (ASB) ACCOUNT TECHNICIAN WITH ASB MONIES

The BHS Student Body Accountant Technician position is currently funded from General Fund monies. This is a most unusual situation; the model for virtually every other high school in California is for such a position to be funded from the program monies for which the position is responsible.

Thus, we are recommending that the position be funded by the users of this position, that is, the Athletic Department, Student Government, Performing Arts, Yearbook, Jacket, and other Student Body organizations, Clubs, and departments by contributing a percentage of their earnings to support the position. To allow a transition to this model of funding, the additional costs of the position could be funded by current savings in the student body accounts. However in the long term, the position may not be able to be sustained without additional fundraising by the groups involved and/or increased costs to students for specific activities.

Transfer expense for ASB Account Technician
from G.F. to Student Body account

SAVINGS: \$40,000

INSTRUCTIONAL PROGRAM REDUCTIONS

REDUCE CLASSROOM TEACHER FTE PER ENROLLMENT DECLINE

While we are proposing that class size ratios remain the same as those in FY 2004, due to declining enrollment, there would be a reduction of 6.5 FTE classroom teachers (this includes a reduction of 1.0 FTE of Release Time) in FY 2005. It is not anticipated that any permanent teachers will need to be given notice due to this decline, but reductions will come from emergency and temporary contract teachers. These could be offset by retirements and resignations.

SAVINGS: \$507,700

RESTRUCTURE SPECIAL EDUCATION PROGRAM AND SERVICES

For many months we have been reviewing the Special Education Department model to restructure it in such a way as to reduce costs without causing an adverse effect in the quality of student learning. We believe our proposal for reorganization of the Special Education Department not only achieves the goal of cost reduction but, in fact, enhances the opportunity for the students' educational experience. To successfully accomplish this reduction, however, the service delivery

model has to be reorganized and the current work assignment of the Instructional Assistants will be modified. Individualized Education Plans (IEP's) have been examined and it is believed that we can still provide the necessary services under a "combined" service model instead of the more expensive all day, one adult to one student model.

Our recommendation is to reduce instructional assistant work positions (several are unfilled) by 15.79 FTE. This reduction of Instructional Assistant staff would be distributed throughout the district. In addition, we are recommending a reduction at the High School in the Special Education WorkAbility Program. This program is funded through federal dollars and has historically run over budget. The WorkAbility Program will be restructured to absorb a reduction in the Instructional Technician position by .33 FTE, and will still be able to provide FAPE services for students.

Once these reductions and elimination of specified positions are effectuated the total reduction in the encroachment factor upon the General Fund will total \$ 624,468.

Eliminate Instructional Assistant positions, 15.79 FTE

Eliminate Instructional Technician position, .33 FTE

SAVINGS: \$ 624,500

RESTRUCTURE VERA CASEY CENTER SERVICES

As noted in the Recovery Plan of FY 2004, the program funding from the State for the Vera Casey Center has not been maintained at the same rate of inflation as the District pays for personnel and services costs. Over the past three years there has been a steady encroachment into the Child Development Fund to sustain this program and a consequent encroachment of the Child Development Fund into the General Fund. The ROP portion of the program located at the high school is also not meeting its costs and we have been notified that those program funds are also in jeopardy. The childcare fee paid by those non-student parents who are required to pay also does not cover costs.

We have spent the past fiscal year doing a cost analysis of the program and exploring alternatives to transfer the programs' services but have determined that this program will continue to negatively impact the budgets of the other child care programs. Inasmuch as the number of participating Berkeley students is very small and the encroachment is significant, it is recommended that these program services be decentralized by the close of this school year. Pregnant minors can

continue to receive prenatal care through Berkeley High School's Health Center and the student parents can receive also receive services through the Health Center. (Non-student parents would be required to find other services.) BUSD students would have to seek infant childcare in another program and would have to choose another elective class rather than the ROP Nursery School.

The savings to the General Fund are in the reduction of encroachment by the Child Development Fund.

Eliminate Program Coordinator, 1.0

Eliminate Instructional Technicians, 2.13 FTE

Eliminate Instructional Assts., 2.93 FTE

NET SAVINGS FROM ENCROACHMENT AVOIDANCE: \$60,000

FUND MIDDLE SCHOOL LIBRARIANS FROM CATEGORICAL MONIES

The Library Media Teacher positions (2.4 FTE) at the three middle schools are currently funded completely from the General Fund at a total cost of \$183,024. The three middle schools receive a total of \$69,931 in School Improvement Program (S.I.P.) funds. It is proposed that this S.I.P. allocation at each school be used to offset the cost of the Library Media Teacher position. In addition, it is proposed to use \$30,000 in Title V funds, in accordance with the federal regulations, to support middle school Library Media Teachers. There would be a total savings of \$99,931 to the General Fund. To accomplish this, schools will need to make adjustments in their discretionary budgets and spending at the site level would be altered.

SAVINGS: \$100,000

ADDITIONAL ANALYSIS FOR LONG TERM HEALTH

Early on it was determined that many of our budget issues were a result of inefficient infrastructures that would require many months of work in order to improve the processes and procedures necessary for long term financial health. We will continue to analyze our cost accounting procedures, our budget priorities, and provide training and supervision for our employees to enhance our financial welfare. Some of these tasks, when completed, will provide additional cost savings and revenue enhancements. Other projects may be cost neutral but through reorganization can provide better quality of services to students and employees. Presently none of the on-going work which is likely to result in savings is incorporated into this recovery plan. Too, there are several areas which may contribute to our financial stability but which are related to contract negotiations and will be addressed through the collective bargaining process. It is anticipated that some of the areas outlined below will come forward for further Board discussion later this spring.

- **Energy Management.** The implementation of an energy management and efficiency program may result in savings of an additional \$100,000. The Board has recently approved a contract to begin this work.
- **Continued Implementation of Payroll Systems Reengineering.** A Project Plan for the Payroll Systems Reengineering Project has been developed and work on its implementation is currently in progress and ongoing. Full implementation of this project is a high priority for us.
- **Early Literacy Program.** Plans are being discussed to augment our Early Literacy Program including consideration of the cost effectiveness of Reading Recovery and the inclusion of a strong writing component. This funding is mainly categorical dollars but a shifting of expenditures may then be available to support increased staff development and minimize general fund dollars directed for that purpose.
- **Summer School.** A variety of Summer School models are presently being reviewed by staff in order to improve the quality of the academic program offered to elementary and middle school students and to reduce the cost to the district. Options under consideration include an extended school year for identified students, a K-8 zone model, and an early start program in August, and perhaps a fee based program.

Thoughts are to eliminate summer transportation resulting in an immediate savings of \$20,000.

- **Real Property Holdings.** The District has several real property holdings that are not being utilized at their highest and best use. Rather than dispose of these assets, the feasibility of developing these assets either independently or through partnerships should be explored to generate a source of ongoing revenue for the District.
- **Alternative SELPA.** The District is currently is one of five members of a Special Education Local Plan Area for northern Alameda County. Because the “encroachment” of special education expenditures on the Unrestricted General Fund has increased significantly in recent years, the District must identify alternatives to either reducing costs and/or generating revenue in the special education budget. In doing so, the District must explore the feasibility of changing SELPAs if this results in a greater savings to the District.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Michele Lawrence, Superintendent
DATE: February 4, 2004
SUBJECT: Berkeley High School Goals and Progress

BACKGROUND INFORMATION

Jim Slep, Principal, Berkeley High School, has completed his first six months as the leader of our wonderful but challenging high school. During this time, he has had the opportunity to analyze the many strengths and weaknesses of our comprehensive high school. Through the development of relationships and conversations with students, parents and staff, he has begun to establish the priorities, vision, and next steps for the school. Tonight, he will present to the Board an overview of his thoughts and intentions in preparation for several intended agenda items that will come forward for formal consideration and action.

POLICY/CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Michele Lawrence, Superintendent
DATE: February 4, 2004
SUBJECT: Monthly School Enrollment Report and Average Daily Attendance Summaries

BACKGROUND INFORMATION

Based on information provided from each school site, average daily attendance (ADA) summaries and school enrollment reports are prepared on a monthly basis. During the second month of school, October 20 – November 14, Berkeley Unified had an enrollment of 8990 students. This number includes students in non-public schools and home and hospital instruction. The attached enrollment table details the number of students by school and by grade.

The second and third table summarize the earned and loss revenue for the first and second months of student attendance. The fourth and subsequent tables illustrate earned and loss attendance revenue by school and by grade for the third attendance period. Since 1997, school districts can no longer claim any absences, including excused absences, for apportionment attendance. Hence, for the purposes of this report we have defined as an absence any student not meeting the statutory minimum instructional day requirements. The minimum instructional day requirements for 1st – 3rd graders are 230 minutes. Students in 4th – 12th grade must attend school for at least 240 minutes a day. Kindergarten is the only grade level with a 240 maximum day requirement. Berkeley Alternative High School's students are divided into two sub-groups because the instructional minutes are different for continuation school students, students in the 10th – 12th grade. These students need only attend school for 180 minutes a day or fifteen hours a week, whereas 9th graders must attend school for 240 minutes a day. Each day a student is absent results in a loss of \$27.84.

POLICY/CODE

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive this monthly enrollment and average daily attendance summary reports for information.