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

BOARD OF EDUCATION – MEETING AGENDA*
Wednesday, January 13, 2010

Call to Order — The Presiding Officer will call the Meeting to Order at 6:00 pm, recess to Closed Session and reconvene in public Session by 7:30 p.m.

Roll Call
Members Present:
Karen Hemphill, President
Beatriz Leyva-Cutler, Vice President
Nancy Riddle, Director
John T. Selawsky Director/Clerk
Shirley Issel, Director
Valeria Gonzalez ** - Student Director

Administration:
Superintendent William Huyett, Secretary
Javetta Cleveland, Deputy Superintendent
Neil Smith, Assistant Superintendent of Educational Services
Lisa van Thillo, Assistant Superintendent of Human Resources

Prior to Closed Session, as necessary, staff/employee comments are taken per Government Code Section 54957. Recess to Closed Session (Government Code Sections 3549, 1(d), 54956.9(a) and 54957) and Education Code Section 49819(c)

a)Conference with Legal Counsel – Existing Litigation/Anticipated
b)Consideration of Student Expulsions
0910-10-070797
0910-13-020894
0910-11-011500
0910-12-081093
c) Collective Bargaining
d)Public Employee Discipline/Dismissal /Release/Evaluation
e)Public Employment /Appointment
f)Liability Claims
g)Property Acquisition & Disposal
h) Superintendent's Evaluation
* Board agenda posted on District website: www.berkeley.k12.ca.us
** The Student Director does not attend Closed Session

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

REGULAR MEETING AGENDA

CALL TO ORDER

Report Closed Session actions

Approve Regular Meeting Agenda of January 13, 2010

RECOGNITION
Berkeley High School Development Group

TEACHING AND LEARNING
Zach Pless, Program Supervisor, BEARS Extended Learning Program

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.

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

APPROVE CONSENT CALENDAR

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

General Services

1.1-C Approval of Board of Education meeting date change	Staff Recommendation: Approve Board of Education meeting date change from September 8 to September 15, 2010	7

Human Resources

2.1-C Approval of Personnel Report	Staff Recommendation: Approve Personnel Report No. 10-01	8

Educational Services

3.1-C Approval of Overnight Field Trips and Out of State Travel	Staff Recommendation: Approve overnight field trips and out of state travel consistent with District policies	16

Business Services

4.1-C Approval of Contracts and Purchase Orders	Staff Recommendation: Approve contracts and purchase orders	18
4.2-C Approval of Payroll Warrants issued in December 2009	Staff Recommendation: Approve Payroll Warrants issued in December 2009	19
4.3-C Elimination of Lunch Charge for Reduced Price Meals	Staff Recommendation: Eliminate the reduced meal charges starting February 1, 2010 for a period of six months, at which time an evaluation of actual revenue can be reviewed	22
4.4-C 2010 Standard Mileage Rate for Employee Reimbursement	Staff Recommendation: Approve the 2010 standard mileage rate of 50.0 cents per mile for Berkeley Unified School District employees	24
4.5-C Donations and Gifts to the District	Staff Recommendation: Accept donations and gifts to the District	25

Facilities

5.1-C Approval to Advertise for Sound System Replacement at the Berkeley Community Theatre	Staff Recommendation: Approve the advertisement to solicit bids for sound system replacement at the Berkeley Community Theatre	27
5.2-C Approval of Architect for Flooring and Painting Project at Berkeley Arts Magnet	Staff Recommendation: Approve the architect for flooring and painting project at Berkeley Arts Magnet	29

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

General Services

1.1-A Approval of Board of Education Representatives to Brown Act Committees And Community Advisory Organizations	Staff Recommendation: Approve appointments to Brown Act Committees and Community Advisory Organizations	30
1.2-A Approval of Board of Education Adopt-A-School Assignments	Staff Recommendation: Approve Board Member assignments	34

Personnel Service

2.1-A Elimination of Clerical Specialist Position	Staff Recommendation: Approve elimination of clerical specialist position	36

Facilities

5.1-A Approval of Yearly Facilities Plan Modifications	Staff Recommendation: Approve Yearly Facilities Plan Modifications	37

INFORMATION ITEMS

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

Educational Services

8:15 pm
Open Public Hearing
Item 3.1-I – Proposed Charter School
Close Public Hearing

3.1-I Proposed Charter School	Staff Recommendation: Hold a public hearing on the charter school proposals	40
3.2-I Improvement Plan Addendum for Title III	Staff Recommendation: Accept the Improvement Plan Addendum for Title III for information	41
3.3-I B-Tech Schedule for Spring Semester	Staff Recommendation: Accept B-Tech Schedule for spring semester for information	51

Facilities

5.1-I Facilities Plan Update	Staff Recommendation: Review and accept Facilities Plan update as information	55

EXTENDED PUBLIC TESTIMONY

ADJOURNMENT

UPCOMING BOARD MEETINGS

January 20	June 9
February 3	June 23
February 24	June 30 –tentative
March 10	August 18
March 24	September 15
April 14	September 22
April 28	October 13
May 12	October 27
May 26	November 10
	December 8

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

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

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

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

MISSION AND GOALS
OF THE BERKELEY UNIFIED SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Berkeley Unified School District, a diverse community deeply committed to public education, is to ensure that all students discover and develop their special talents, achieve their educational and career goals, become life long learners, and succeed in a rapidly changing society by:

- empowering students, parents and staff,
- providing a strong standards based curriculum, and
- offering alternative learning experiences in a racially integrated, multilingual environment.

VISION

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

PERFORMANCE GOALS

1. Increase the academic achievement of all students through effective instruction and a challenging and engaging curriculum

2. Implement interventions that address barriers to student learning in order to meet the needs of the whole child

3. Establish and maintain the culture and governance necessary to support an environment conducive to learning

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: William Huyett, Superintendent
DATE: January 13, 2010
SUBJECT: Board of Education Meeting Date Change

BACKGROUND INFORMATION:
The previously approved Board of Education meeting date of September 8, 2010 conflicts with the start of Rosh Hashanah.

POLICY/CODE
None

FISCAL IMPACT
None

STAFF RECOMMENDATION
Approve Board of Education meeting date change from September 8, 2010 to September 15, 2010 and forward information to District administration and staff.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Assistant Superintendent, Human Resources
DATE: January 13, 2010
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT 10-01
Following is Human Resources Report 10-01 which reports details of personnel assignments, employment, and terminations.

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
RETIREMENT							
Cynthia Simon	Senior Accountant	Accounting				12/31/09	
RESIGNATION							
Ana Gallegos	Instructional Tech. (After School)	Arts Magnet				12/15/ 09	
PROBATIONARY							
Brian Augsburger	Delivery Driver	Nutrition Services	Child Nutrition	40/1	.67 FTE $17.46 hr	12/1/09	5/31/10
Reginald Fulmore	Custodian I	King/Hopkins/ Thousand Oaks	General Fund	32/1	1.0 FTE $14.34 hr	12/18/09	6/17/10
Ana Gallegos	Instructional Tech. (After School)	Arts Magnet	LRN SAFE	34/1	.40 FTE $15.24 hr	12/14/09	6/11/10
Brenda Greene	Instructional Assistant (ECE)	Franklin CDC	Child Care	29/1	.67 FTE $13.48 hr	12/2/09	6/1/10
Arturo Haro	Custodian I	John Muir/ Emerson	General Fund	32/1	1.0 FTE $14.34 hr	12/10/09	6/9/10
Dalvin Hayes	School Secretary I	Washington	General Fund	44/1	1.0 FTE $19.50 hr	12/9/09	6/8/10
Albert Kumar	Custodian I	Adult School	Adult Ed.	32/1	.50 FTE $14.34 hr	1/4/10	7/3/10
William Mosley	Ext. Day Program Coordinator	Longfellow	LRN SAFE After School	52/1	1.0 FTE $23.78 hr	12/7/09	6/5/10
Kathleen Rupley	Instructional Assistant (ECE)	King CDC	Child Care	29/1	.80 FTE $13.48 hr	12/1/09	5/31/10
PROVISIONAL							
Cherry Morris Van Meurs	Instructional Assistant	Thousand Oaks	Donations	29/3	.12 FTE $14.86 hr	11/2/09	4/10/10
William Mosley	Ext. Day Program Coordinator	Longfellow	LRN SAFE After School	52/1	1.0 FTE $23.78 hr	12/1/09	12/4/09

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Miguel Rodriguez	Maintenance Supervisor	Berkeley High	ARRA Fund	65/1	1.0 FTE $31.07 hr	1/4/10	4/3/10
Asenath Wiggins	Instructional Assistant	Thousand Oaks	Donations	29/4	.08 FTE $15.63 hr	11/30/09	4/10/10
AVAILABLE SUBSTITUTES							
Sherwin Avaye	Instructional Assistant (Special Education)	All District	General Fund	31/1	NTE 7.5 hrs/day $114.15 hr	10/26/09	6/18/10
Antionette Branch	Food Service Assistant	All District	General Fund	26/1	NTE 7.5 hrs/day $22.36 hr	10/21/09	6/18/10
Jerome Crafton	Instructional Tech. (After School)	All District	General Fund	34/1	NTE 7.5 hrs/day $15.24 hr	11/2/09	6/18/10
Titus Cross	Custodian I	All District	General Fund	32/1	NTE 7.5 hrs/day $14.35 hr	11/3/09	6/18/10
Michael Curran	Instructional Assistant (Special Education)	All District	General Fund	31/1	NTE 7.5 hrs/day $14.15 hr	10/26/09	6/18/10
Phalvimean Dolorfino	Food Service Assistant	All District	General Fund	26/1	NTE 7.5 hrs/day $22.36 hr	8/31/09	6/18/10
Jerome Finley	Custodian I	All District	General Fund	32/1	NTE 7.5 hrs/day $14.35 hr	11/3/09	6/18/10
Raul Garcia-Fuente	School Safety Officer	All District	General Fund	44/1	NTE 7.5 hrs/day $19.27 hr	9/28/09	6/18/10
Arturo Haro	Storekeeper	All District	General Fund	42/1	NTE 7.5 hrs/day $18.35 hr	8/31/09	6/18/10
Nathaniel Hill	Painter	All District	General Fund	50/1	NTE 7.5 hrs/day $22.38 hr	9/28/09	6/18/10
Claudria Hillard	Instructional Assistant (Special Education)	All District	General Fund	31/1	NTE 7.5 hrs/day $14.15 hr	11/13/09	6/18/10

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Joshua Ilyas	Instructional Tech. (After School)	All District	General Fund	34/1	NTE 7.5 hrs/day $15.24 hr	11/16/09	6/18/10
Catrice Jones	Instructional Assistant (Special Education)	All District	General Fund	31/1	NTE 7.5 hrs/day $14.15 hr	9/16/09	6/18/10
Nicole Jones	Instructional Assistant (Special Education)	All District	General Fund	31/1	NTE 7.5 hrs/day $14.15 hr	11/16/09	6/18/10
Maryann Lopez	School Bus Driver	All District	General Fund	42/1	NTE 7.5 hrs/day $18.35 hr	10/5/09	12/31/09
Taruz Mohamed	Noon Director	Le Conte	General Fund	N/A	$12.54 hr 12 hrs/wk	9/28/09	6/18/10
Kevin Newman	Instructional Tech. (After School)	All District	General Fund	34/1	NTE 7.5 hrs/day $15.24 hr	10/30/09	6/18/10
Patricia Portugal	Custodian I	All District	General Fund	32/1	NTE 7.5 hrs/day $14.35 hr	11/10/09	6/18/10
Sharon Pree	Instructional Tech. (After School)	Longfellow	After School	34/1	NTE 7.5 hrs/day $15.24 hr	9/2/09	6/18/10
Sharon Pree	School Safety Officer	Longfellow	After School	44/1	NTE 7.5 hrs/day $19.27 hr	9/2/09	6/18/10
Terrell Scott	General Maintenance Worker	Maintenance	Maintenance	40/1	$17.46 hr	9/14/09	12/1/09
Johnny Shoemaker	Instructional Assistant (Special Education)	Arts Magnet	Special Ed.	31/1	NTE 7.5 hrs/day $14.15 hr	9/2/09	6/18/10
Christopher Suttice	Instructional Assistant (Special Education)	All District	General Fund	31/1	NTE 7.5 hrs/day $14.15 hr	11/4/09	6/18/10
Christopher Suttice	Instructional Tech. (After School)	All District	General Fund	34/1	NTE 7.5 hrs/day $15.24 hr	11/13/09	6/18/10
Ha-Yovel Yisrael	Instructional Assistant (Special Education)	All District	General Fund	31/1	NTE 7.5 hrs/day $14.15 hr	11/13/09	6/18/10

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
TEMPORARY/HOURLY/LIMITED TERM							
Blake Crowley	Tutor	Jefferson	BSEP	N/A	3 hrs/wk $12.54 hr	9/1/09	6/18/10
Laura Henkhaus	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/22/09	6/18/10
Jesus Hernandez	Tutor	Rosa Parks	EIA	N/A	$12.54 hr 10 hrs/wk	9/2/09	6/18/10
Jesus Hernandez	Instructional Assistant	Rosa Parks	BSEP	N/A	$12.54 hr 45 total hrs	8/31/09	6/20/10
Liliana Hernandez	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/11/09	6/18/10
Melanie Hernandez	Tutor	Longfellow	Eng. Lang.	N/A	$12.54 hr 3 hrs/wk	10/05/09	6/18/10
Ana Herrera	Instructional Assistant	Rosa Parks	Title I/ ARRA	N/A	$13.48 hr 30 total hrs	9/2/09	6/18/10
Linda Heuermann-Fletcher	Library Media Tech.	Malcolm X	LIB TECH	41/2	$19.03 hr 10 hrs/wk	9/3/09	10/15/09
Maruku Hiratzka	Tutor	Berkeley High	EIA LEP	N/A	$12.54 hr 3 hrs/wk	8/31/09	6/18/10
Kenneth Holland	Student Worker Workability	Berkeley High	Workability I	NA	$8.00 hr 12 hrs/wk	9/2/09	5/31/10
Jessica Hom	Tutor	King/Le Conte	BSEP	N/A	$12.54 hr 4 hrs/wk	10/1/09	4/1/10
Karen Hsi	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/11/09	6/18/10
David Hsu	Student Worker	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	5/31/10
Chaz Hubbard	Instructional Media Tech	Berkeley High	BSEP	43/1	$19.03 hr 37.5 hrs/wk	9/2/09	10/15/09
Janet Hurtado	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/8/09	6/18/10
Gia Jackson	Instructional Tech. (After School)	Cragmont	After School	34/1	$15.24 hr 3 hrs/day	9/23/09	9/30/09
Reyna Jasso	Tutor	Le Conte	EIA LEP	N/A	$12.54 hr 12 hrs/wk	9/2/09	6/18/10

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Ali Ignacio	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/11/09	6/18/10
Gabino Lamas, Jr.	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/11/09	6/18/10
Irene Leja	Noon Director	Le Conte	General Fund	N/A	$12.54 hr 12 hrs/wk	9/2/09	6/18/10
Cindy Louie	Clerical Assistant	Business Services	General Fund	30/1	$13.80 hr 10 total hrs	9/18/09	9/26/09
Jean Love	School Bus Driver	Transportation	Transporta-tion	42/5	$22.38 hr 6 hrs/day	9/11/09	10/15/09
Peggy Ludwig	Tutor	Cragmont	After School	N/A	$12.54 hr 6 hrs/wk	10/1/09	6/18/10
Peggy Ludwig	Instructional Assistant (Special Education)	Cragmont	Special Ed.	31/4	$16.40 hr 28 total hrs	10/1/09	6/18/10
Jason Lynch	Student Worker (Workability)	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	5/31/10
Samuel Martin	Student Worker (Workability)	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	5/31/10
Israel Melchor	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/11/09	6/18/10
Jason Miller	Tutor	Arts Magnet	After School	N/A	$12.54 hr 10 hrs/wk	9/2/09	6/18/10
Robert Mosley	Student Worker (Workability)	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	5/31/10
Anton Muhammed	Instructional Assistant	Cragmont	General Fund	29/1	$13.48 hr 15 hrs/wk	9/1/09	11/1/09
Stella Munro	Noon Director	Le Conte	General Fund	N/A	$12.54 hr 12 hrs/wk	10/6/09	5/20/10
Sandra Nakagawa	Tutor	King/Le Conte	BSEP	N/A	$12.54 hr 4 hrs/wk	10/1/09	4/1/10
Christopher Nakao	Instructional Specialist (Garden)	Independent Study	BSEP	51/5	$28.27 hr 50 total hrs	9/2/09	6/18/10
Lucas Newmann	Noon Director	Arts Magnet	General Fund	N/A	$12.54 hr 10 hrs/wk	9/2/09	6/18/10
Alejandra Nunez	Translator	Thousand Oaks	Title I	56/1	$26.25 hr 40 total hrs	9/2/09	6/18/10

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Ellenika Okon	Tutor	B-Tech	21st Century	N/A	$12.54 hr 6 hrs/wk	10/13/09	6/18/10
Anthony Pae	Student Worker	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	6/18/10
Robyn Perry	Tutor	B-Tech	21st Century	N/A	$12.54 hr 6 hrs/wk	10/13/09	6/18/10
Carol Pacheco	Tutor	Cragmont	After School	N/A	$12.54 hr 8 hrs/wk	10/13/09	6/18/10
Joanie Pickney	Tutor	Cragmont	After School	N/A	$12.54 hr 8 hrs/wk	10/13/09	6/18/10
Elizabeth Prager	Student Worker	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	6/18/10
Saad Quddus	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/8/09	6/18/10
LaShonda Roquemore	Noon Director	King	BSEP	N/A	$12.54 hr 410 total hrs	9/2/019	6/18/10
Dominique Reed	Student Worker	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	5/31/10
Sarah Rauskin	Noon Director	Thousand Oaks	ARRA State Stabilization	N/A	$12.54 hr 10 hrs/wk	9/28/09	6/18/10
Attilah Reese	School Service Aide	Malcolm X	EIA	31/5	$17.24 hr 540 total hrs	9/9/09	6/18/10
Victor Rivas	Lifeguard	Willard	Restricted Donations	N/A	$12.54 hr 32.5 hrs/wk	9/8/09	6/18/10
Esther Rojas-Soto	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/8/09	6/18/10
Anabel Rivas	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/11/09	6/18/10
Claire Scott	Library Media Tech.	Emerson	LIB TECH	41/3	$20.00 hr 30 total hrs	8/24/09	6/18/10
Lizelle Serrano	Tutor	Le Conte	Restricted Donations	N/A	$12.54 hr 300 total hrs	10/6/09	6/18/10
Aaron Stevens	Student Worker	Berkeley High	General Fund	N/A	$8.00 hr 20 hrs/wk	8/1/09	6/18/10
Gabriel Sturges	Instructional Assistant (Special Education)	Berkeley High	Special Ed.	31/1	$14.15 hr 30 hrs/wk	9/24/09	6/18/10

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Melanie Silvis	Tutor	Le Conte	Restricted Donations	N/A	$12.54 hr 200 total hrs	10/6/09	5/31/10
David Schroeder	Tutor	Independent Study	BSEP	N/A	$12.54 hr 10 hrs/wk	9/2/09	6/18/10
Trayvon Sims	Student Worker	Berkeley High	Workability I	N/A	$8.00 hr 10 hrs/wk	9/2/09	5/31/10
Solvena Sampson	Noon Director	Oxford	General Fund	N/A	$12.54 hr 10 hrs/wk	9/2/09	6/18/10
Autoosa Salari	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/23/09	6/18/10
Karla Stine	Instructional Assistant	Rosa Parks	BSEP	29/1	$13.48 hr 45 total hrs	9/2/09	6/18/10
Karla Stine	Noon Director	Rosa Parks	BSEP	N/A	$12.54 hr 10 hrs/wk	9/2/09	6/18/10
Samanrha Swor	Noon Director	Washington	General Fund	N/A	$12.54 hr 5 hrs/wk	9/6/09	6/18/10
Chrisropher Suttice	Noon Director	Malcolm X	General Fund	N/A	$12.54 hr 180 total hrs	9/2/09	6/18/10
Fayron Thomas	Student Worker	Berkeley High	Workability I	N/A	$8.00 hr 12 hrs/wk	9/2/09	5/31/10
William Tian	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/8/09	6/18/10
Lisha Wang	Tutor	Berkeley High	BSEP	N/A	$12.54 hr 20 hrs/wk	9/8/09	6/18/10
WINTER RECESS ASSIGNMENTS							
Rachelle Bowman	Instructional Assistant (ECE)	Franklin	CA State Pre-School	29/2	$14.15 hr 5 hrs/day	12/21/09	12/30/09
Ronald Boykins	Instructional Assistant (ECE)	Jefferson	Child Care	29/5	$16.40 hr 5 hrs/day	12/21/09	12/30/09
Alicia Featherston	Instructional Assistant (ECE)	King CDC	CA State Pre-School	29/5	$16.40 hr 5 hrs/day	12/21/09	12/30/09
Theresa Leader	Instructional Assistant (ECE)	Le Conte	Child Care	29/5	$16.40 hr 5 hrs/day	12/21/09	12/30/09
LaChelle McDaniels	Instructional Assistant (ECE)	Malcolm X	Child Care	29/5	$16.40 hr 5 hrs/day	12/21/09	12/30/09

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Lorna Rohlfing	Instructional Assistant (ECE)	Le Conte	Child Care	29/5	$16.40 hr 5 hrs/day	12/21/09	12/30/09
Sushil Sharma	Instructional Assistant (ECE)	Washington	Child Care	29/5	$16.40 hr 5 hrs/day	12/21/09	12/30/09
Claudia Waters	Instructional Assistant (ECE)	Thousand Oaks	Child Care	29/5	$16.40 hr 5 hrs/day	12/21/09	12/30/09
Belinda Williams	Instructional Assistant (ECE)	Rosa Parks	Child Care	29/3	$14.86 hr 5 hrs/day	12/21/09	12/30/09
STIPENDS							
Sandra Coleman-McGill	Coach (Cheerleading)	Berkeley High	General Fund	N/A	$1412.00	2/20/09	3/15/09
Ron Heller	80% Coach (Field Hockey)	Berkeley High	General Fund	N/A	$1124.60	8/17/09	11/9/09
WORKING EVENING SHIFT, DIFFERENTIAL, ATTENDANT DUTIES, OR AS CONFIDENTIAL EMPLOYEE							
Arturo Haro	Custodian I	John Muir/ Emerson	General Fund	32/1	7 hrs @ 5% differential $.72 hr	12/10/09	6/9/10

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: January 13, 2010
SUBJECT: Overnight Field Trip and Travel Requests

BACKGROUND INFORMATION:
The following out of state travel request is being made:

Kennedy Center Partners in Education Annual Meeting, Washington, D.C., February 9 – 14, 2010.
Approve participation for Visual and Performing Arts Program Supervisor Suzanne McCulloch to attend this five-night, six-day annual meeting of the Kennedy Center Partners in Education. The meeting will focus on examining and understanding quality in arts education. Sessions will include topics for Leadership in Improving Children's Lives, Educational Resources Connected to Performances for Students and the Kennedy Center's Definition of Arts Integration. Funding for this trip will be paid for by Cal Performances. $107.40 for BART transportation to and from the San Francisco Airport and meal reimbursement will be paid for with funds from BSEP Measure A.

The following overnight field trip request is being made:

Camp Arroyo, Livermore, California, February 24 - 26, 2010.
Approve participation of forty-eight (48) fourth grade students, two (2) teachers and eight (8) other adults on a three-day, two-night field trip to Camp Arroyo in Livermore, CA. The group will depart Jefferson Elementary on Wednesday, February 24 at 10:00 a.m., and return Friday, February 26 at 2:25 p.m. Through a series of hands-on activities, students will increase their understanding of and respect for the environment and each other. Activities will support the Life Sciences curriculum. Students will sleep in gender specific cabins. Transportation will be provided by Michael's, an approved BUSD charter service. The trip is being funded completely by a Camp Arroyo Scholarship. No student will be denied access based on inability to pay. Requested by Maggie Riddle, Jefferson Principal

POLICY/CODE:
Education Code, Section 35330 - Excursions and Field Trips
Board policy 6153 – School Sponsored Trips

FISCAL IMPACT:

As indicated above.

STAFF RECOMMENDATION:
Approve the overnight field trips and out of state travel consistent with the District Policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: January 13, 2010
SUBJECT: Approval of Contracts/Purchase Orders for Services Contracts

BACKGROUND INFORMATION
The District contracts with consultants or independent contractors who can provide valuable and necessary specialized services not normally required on a continuing basis.

The following contract services are requested. Expenditures are within budget.

1 Parsons to provide project management of the Emerson School Roof Replacement project. The cost will not exceed $15,000. To be paid from the Bond. Requested by Lew Jones.

2 Sentry Alarm to provide District wide security alarm system update and replacement of units as needed for the Plant Operations Department. The cost will not exceed $25,000. To be paid from Measure BB. Requested by Greg Williams.

3 Certica Solutions, Inc. to provide a perpetual license for data certification software with annual maintenance and support for the period 1/1/2010 to 12/31/2010. This software will assist in CALPADS and other State reports. The cost will not exceed $25,650. To be paid from the General Fund. Requested by Jay Nitschke.

POLICY/CODE
Public Contract Code: 20111
Board Policy 3310

STAFF RECOMMENDATION
Approve the contracts with Consultants or Independent Contractors as submitted.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: January 13, 2010
SUBJECT: Receive and Approve Information on the Issuance of Payroll Warrants for Employee Services for December 2009.

BACKGROUND INFORMATION
On a regular basis, the Board receives information on the total amount paid employees during a month. The attached represents a summary of pay warrants from various funds for the month of December 2009.

POLICY/CODE
Educational Code 41010 ET Seq.

FISCAL IMPACT
$6,207,464.07 for December 2009 from various funds.

STAFF RECOMMENDATION
Approve payroll payments made in December 2009.

BERKELEY UNIFIED SCHOOL DISTRICT
DISTRICT PAYROLL – ACCOUNTING DEPARTMENT
December 2009

COMPUTER GENERATED	AMOUNTS
GENERAL FUND	$4,899,930.08
MEASURE BB FUND	$182,004.96
BSEP Measure A	$420,245.58
ADULT FUND	$274,736.21
CAFETERIA FUND	$104,502.60
CHILD DEVELOPMENT	$295,211.48
Measure A+AA (Bond Fund)	$16,358.42
SELF INS. FUND	$14,474.74
TOTALS	$6,207,464.07

APPROVED BY: _____ December 30, 2009
Pauline Follansbee, CPA
Director of Fiscal Services

BERKELEY UNIFIED SCHOOL DISTRICT

Revised Budget Report - Unrestricted

Fiscal Year 2023-24

Scenario: Adopted Budget

Scenario: B																								
	Total Revenue	Total Salaries	Total Benefits	Total Salaries and Benefits	Books and Supplies	Other Operating Expenses	Other Outgo	Other Outgo Transfers of Indirect Costs	Other Outgo Net	Capital Outlay	Direct Costs - Interfund	Direct Costs - Interfund Transfers Out	Indirect Costs	Indirect Costs Transfers In	Total Expenditures	Net Increase (Decrease) in Fund Balance	Beginning Balance	Ending Balance
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
1100000000	200,000.0	200,000.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200,000.0	0.00	200,000.0
1200000000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1300000000	50,000.00	50,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	50,000.0	0.00	50,000.0
9000	250,000.00	250,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	250,000.0	0.00	250,000.0

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: January 13, 2010
SUBJECT: Elimination of charge for Reduced Price Lunch Meals

In a recent review of the charge for reduced price meals, an analysis was competed to evaluate the impact of eliminating the 40 cent charge for reduced price lunch meals. Past experience has demonstrated that the charge can be a barrier for many children participating in the school meal program. A lot of times the child does not have the money to pay for the meals and the District provides the meals for free. With this in mind, the annual revenue projections for reduced price lunch meals are estimated at 50% of the possible revenue. In the current budget, the total budgeted for revenue for reduced price meals is $7,272.

If the charge for reduced price meals had been in place at the beginning of the school year, the projected revenue would have been $30,411 instead of $7,272. Staff is recommending that the Board approve an elimination of the charge for reduced price meals as of February 1, 2010. This change would generate almost double the revenue that was projected in this year's budget.

The following assumptions were used in this analysis and are considered to be very conservative:

- The review is based on activity through 11-16-09 (91 days).
- Maximum participation is based on the number of student eligible for reduced priced meals multiplied by 50 days times the attendance factor the state requires the districts to use for reimbursement purposes.
- Possible new meals are based on the maximum meals less actual participation times the percent participation for free students by site.
- Possible new revenue is based on new meals times a reimbursement total of $3.64 less estimated food costs per meal of $1.30 for a net of $2.34.

In the mean time, the parents of these children can be notified to not make any prepayments on their child's account that would carry past the December school session. Any current balances could be used and not require extensive work by staff making refunds to the parents.

FISCAL IMPACT
Increase in annual revenue of $30,411 for future years. Increase of revenue for Fiscal Year 2009-2010 of about $8,000 for a total of $15,000.

STAFF RECOMMENDATION
Eliminate the meal charges for reduced price meals starting February 1, 2010 for a period of five months, at which time an evaluation of actual revenue will be reviewed.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: January 13, 2010
SUBJECT: 2010 Standard Mileage Rate for Employee Reimbursement

BACKGROUND INFORMATION

The Internal Revenue Service (IRS) annually releases the optional standard mileage rates to be used in computing the deductible costs of operating an automobile for business purposes.

The Internal Revenue Service recently announced that it is reducing the standard mileage deductible rate to 50.0 cents a mile for calendar year 2010. This is a reduction from 55.0 cents previously approved for the period of January 1, 2009 through December 31, 2009 by the District.

Staff is recommending the District adopt the new revised standard mileage reimbursement rates of 50.0 cents per mile. This rate will be effective from January 1, 2010 through December 2010.

POLICY/CODE

Internal Revenue Procedure 2004-64, 2004-49 I.R.S. 898

FISCAL IMPACT

Minimal impact to the General Fund.

STAFF RECOMMENDATION

Approve the 2010 Standard Mileage rate of 50.0 cents per mile for Berkeley Unified School District employee reimbursement for the use of their personal automobiles while on District business effective January 1, 2010 through December 31, 2010.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: January 13, 2010
SUBJECT: Acceptance of Gifts/Donations

BACKGROUND INFORMATION
The Board may accept and utilize on behalf of the District any bequests or gifts of money or property for a purpose deemed to be suited by the Board.

The following donations have been presented to the District:

1. The following individuals donated additional funds to the Berkeley Arts Magnet for a Fifth Grade Field trip for a total donation amount of $495: Karen Gilligan $364, Brian A. Weiner $50, Melissa R. Suva $32, Cynthia Brantly Pierce $32, Cordula Didier $10, Maralyn Jones $7.

2. David Hom and Kelley Hollis donated one IC7-G standing computer valued at $500 to Emerson Elementary School.

3. Brian A. Jones donated $120 through the Wells Fargo Foundation Educational Matching Gift Program to the Principal Discretionary at Washington Elementary School.

4. IBM donated $1,000 to be utilized to support school activities at Berkeley Arts Magnet School.

5. Adobe System Incorporated Matching Gift Program donated $332 to be utilized as needed to the Washington Elementary School.

6. University of Phoenix/Apollo Group donated $1,000 for the Go Green Award Contest to Thousand Oaks Elementary School.

7. Cynthia Kuo donated $230.76 through the Wells Fargo Foundation Educational Matching Gift Program to be utilized as needed to Rosa Parks Elementary School.

8. Macy's West G.I.F.T. Campaign donated $27 to be utilized as needed to Thousand Oaks Elementary School.

9. Lifetouch National School Studios donated $81.81 to be utilized as needed to Cragmont Elementary School.

10. Radha Chandra donated $150 and Wendy J. Tico donated $57.69 for a total donation of $297.69 through the Wells Fargo Foundation Educational Matching Gift Foundation to the General Fund of the Berkeley Unified School District.

11. The Berkeley High School Development Group donated $4,605 for a Writing Tutor to assist the Student Academic Support Coordinator during after school hours for the 2009-2010 School Year at Berkeley High School.

BOARD POLICY
BP 3290

FISCAL IMPACT
The District received a total of $ 7599.26 in donations.

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: January 13, 2010
SUBJECT: Approve the Advertisement of the Sound System Replacement at the Berkeley High School Community Theater

BACKGROUND INFORMATION
The 2010 Measure BB Annual Plan included a project to replace the sound system in the Community Theater. We hired a sound designer to assist us with this project. The engineer's preliminary estimate is that it will cost more than we have budgeted. We will discuss the probability that it will exceed the budget with the Maintenance Committee on January 7th, before the Board Meeting, but after this document has been prepared. The Measure BB fund balance is larger than was predicted in June 2009, so there is a reasonable probability that they will support a request for additional funds.

If the Board advertises the project at this Meeting, we believe that the project can be completed in May, prior to its use for graduations. The High School staff has stated that the existing sound system is not reliable and therefore rarely used for performances.

POLICY/CODE
California Public Contract Code 20110- 20118.

FISCAL IMPACT
The project is funded in Measure BB.

STAFF RECOMMENDATION
Approve the advertisement to solicit bids for this project.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION No. 10-19

Authorization To Advertise For Bids
804.1001 – BHS Community theater Sound System

WHEREAS, in the judgment of the Board of Education of the Berkeley Unified School District of Alameda County, it is necessary to secure all labor, engineering, materials, equipment and services required for BHS Community Theater Sound System Project No. 804.1001 all in accordance with the plans and specifications prepared by and on file in the Berkeley Unified School District Facilities Planning Office; plans and specifications are hereby approved and adopted.

NOW, THEREFORE, BE IT RESOLVED that the general prevailing rates of wages determined by the Director of the California Department of Industrial Relations, in accordance with Labor Code Section 1770, shall be the general prevailing rates of per diem wages for each craft or type of worker or mechanic needed to execute this contract; and

BE IT FURTHER RESOLVED, that the Board authorizes and the Deputy Superintendent and/or Purchasing Agent are hereby authorized to advertise for proposals for the completion of this work in accordance with the law by publishing the Notice to Contractors in a newspaper of general circulation in the District.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 13th day of January, 2010 by the following called vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____
John T. Selawsky
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: January 13, 2010
SUBJECT: Approve a Contract With HKIT Architects to Provide Design Services for the Painting and Floor Replacement Project at Berkeley Arts Magnet (BAM)

BACKGROUND INFORMATION

The Facilities Plan adopted by the Board on March 11, 2009 included a project to repaint BAM and to replace selected floor coverings. In order to meet a summer 2010 schedule, design needs to begin in January. BUSD has contracted with HKIT Architects for the last three similar projects (Emerson, LeConte and John Muir). We are recommending that they be hired for the project at BAM.

BUSD also has hired a consultant project manager for these types of projects. However, we were unable to come to satisfactory terms with the consultant we have used for the past seven years.

We contacted HKIT and asked that they expand their proposal to include much of the project management services generally provided by that consultant, and the District will directly provide the remainder.

POLICY/CODE

Board Policy 3310.

FISCAL IMPACT

Cost to be paid from the Bond Fund.

STAFF RECOMMENDATION

Approve HKIT Architects for a contract of $65,000.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: William Huyett, Superintendent
DATE: January 13, 2010
SUBJECT: Berkeley Unified School District Board of Education Representatives to Brown Act, Community Advisory and Board Committees for 2010

BACKGROUND INFORMATION

Appointments to Board Committees are being presented tonight for approval and adoption. They were previously reviewed at the December 9, 2009 organizational meeting, and are being presented tonight for final approval and adoption.

POLICY CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve each Board member's commitment to serve on community advisory and Board committees for 2010

Board of Education Representatives to Various Committees
2010

COMMITTTEE	
ACET (All City Equity Task Force 0-5)	Leyva-Cutler / Hemphill
Alameda County School Boards Association	Riddle (alternate Hemphill)
Audit Committee	Riddle / Selawsky
Berkeley Alliance	Issel / Hemphill
Berkeley Arts and Music Education	Selawsky / Issel
BSEP Planning & Oversight	Riddle / Selawsky
BTSA (Beginning Teacher Support)	Leyva-Cutler
Budget Advisory	Leyva-Cutler / Riddle
Citywide Youth	Issel / Leyva-Cutler
District Advisory Council (DAC)	Leyva-Cutler
District English Learner Advisory Council (DELAC)	Leyva-Cutler (alternate: Hemphill
District Equity	Issel (alternate: Leyva-Cutler)
Facilities Safety & Maintenance Oversight	Selawsky
Leadership / 2020 Vision	Hemphill (alternate: Leyva-Cutler)
Policy Subcommittee	Issel / Selawsky
PTA Council (rotation)	Rotating
School Construction Oversight	Selawsky
2 x 2	Hemphill / Leyva-Cutler

Board of Education - Brown Act Committees
2010

COMMITTTEE	BOARD MEMBER	APPOINTEE
Audit Committee	Riddle/Selawsky	
	Board	Isaiah Roter – term ends 12/09
	Board	Elizabeth Snowden – term ends 12/09
	Board	Dan Lindheim – term ends 12/10
Facilities, Safety & Maintenance Oversight (7 board appointees, 2 reps appointed by Supt,)	Leyva-Cutler Selawsky Hemphill Issel Riddle Gonzalez Board Supt. Supt.	Federico Castillo Geoff Chandler Rick Carr Catherine Lazio Bill Flounders vacant vacant Todd Taylor vacant
Peace & Justice Commission (6 board member appointees)	Leyva-Cutler Selawsky Hemphill Issel Riddle Gonzalez	vacant Jon Marley vacant Rabbi Jane Litman vacant vacant
School Construction Oversight (6 board member appointees, 3 board appointees, 2 appointed by Supt.)	Selawsky Issel Hemphill Leyva-Cutler Riddle Gonzalez Board Board Board Superintendent Superintendent	Susi Marzuola Matt Taecker Dennis Neilsen vacant vacant vacant David Cobb Carl Bridgers vacant William Rodgers Terry Doran

Youth Commission (6 board member appointees, three board appointees)	Leyva-Cutler Riddle Selawsky Issel Gonzalez Hemphill Board Board Board	Emiliano Ruiz vacant Valeria Dohrer vacant vacant vacant Julian Morris-Walker Vacant vacant

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: William Huyett, Superintendent
DATE: January 13, 2010
SUBJECT: Adopt-A-School Assignments

BACKGROUND INFORMATION
For review and approval are the Board of Education's Adopt-A-School Assignments for 2010. These assignments were reviewed and discussed at the December 9, 2009 organizational meeting. They are now being presented for final approval and adoption.

POLICY/CODE
None

FISCAL IMPACT
None

STAFF RECOMMENDATION
Approve the Adopt-A-School Assignments for 2010

Berkeley Unified School District

Board of Education

Adopt-A-School Assignments

2010

Board Member	Schools 2009	Schools 2010
Director Nancy Riddle	John Muir Le Conte Cragmont King	
President Karen Hemphill	Longfellow Washington Malcolm X	
Director John T. Selawsky	Berkeley Adult Willard Berkeley Arts Magnet	
Vice President Beatriz Leyva-Cutler	Berkeley High B-Tech Academy Rosa Parks Elementary Early Childhood Development	
Director Shirley Issel	Jefferson Emerson Thousand Oaks Oxford	

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Assistant Superintendent
DATE: January 13, 2010
SUBJECT: Elimination of Clerical Specialist Position

BACKGROUND INFORMATION
Due to declining state funding and the tenuous and precarious nature of school district financing, staff is recommending the elimination of a vacant Clerical Specialist position in Extended Learning. On September 2009, the Board approved the addition of an Administrative Assistant position in Extended Learning to provide clerical support to the Extended Learning supervisor. Further, the elimination of the Clerical Specialist position will not have a negative impact on the operation of the Extended Learning program.

POLICY/CODE
None

FISCAL IMPACT
Reduction in employee costs.

STAFF RECOMMENDATION
Elimination of Clerical Specialist Position in Extended Learning

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: January 13, 2010
SUBJECT: Approval of Yearly Facilities Plan Modifications

BACKGROUND INFORMATION
On December 9, 2009, the Board approved a three-step process to revise its Facilities Plan. The Board directed staff to study nine potential changes to the current plan. Staff has studied those ideas and recommends the following changes:

1. Adjust the furniture budget at West Campus;
2. Add the replacement of the voice mail system and provide needed technology equipment for the new administrative site;
3. Add a project to renovate the kitchen area at Jefferson to house additional classes;
4. Study renovation of the portables at the Washington annex;
5. Add funds to the West Campus project to allow the space to be utilized as a Board room;
6. Budget for selected District-wide furniture replacement;
7. Adjust project budgets that are either completed or close enough to completion to reduce the budget;
8. Adjust projects for inflation; and,
9. Adjust the Risk Pool budget line per formula.

We also re-examined the issuance costs and the interest rates. We concluded that the issuance costs were overstated and that the interest income was overstated.

<u>West Campus Furniture</u>
Staff received recent estimates that suggest that the budget for furniture purchases for this project should be set at $400,000, an increase of $200,000.

<u>West Campus Technology</u>
The voice mail system serves the whole District. It is at the end of its useful life. The move to the new site is an ideal opportunity to replace it. In addition, the new site will need switches to provide needed communication. The total budget needed for these purchases is $100,000. The phone system replacement was already budgeted in the project budget, so no increase is needed to replace this system.

Jefferson Kitchen Conversion to Two Classrooms

There was much discussion in the fall about the K-5 District capacity. Staff is recommending that we convert the existing kitchen at Jefferson into two classrooms. The budget for this project is recommended to be $775,000.

Portables at the Washington Annex

There was also discussion about a plan to use the portables at Washington for future elementary use. Staff is not prepared to make a recommendation on this matter, but wants the flexibility to study the potential cost of renovation. The budget for this study is estimated to be $30,000.

West Campus Board Room

The current West Campus project includes painting and flooring in the cafeteria. There is no budget for TV cameras, data infrastructure, permanent dais or other things needed to use the cafeteria as a Board Room. The budget for these improvements is recommended to be $350,000. The Board should be aware that this budget does not include restrooms or conference rooms in this building - the next door building would need to be utilized for these functions.

Furniture Replacement

There is no source to replace District furniture. This past year we spent approximately $60,000 at Berkeley High School to replace furniture. Staff is recommending a budget of $250,000 to begin furniture replacement at other schools. This will not fully address the need, but will permit the replacement of approximately 50 classroom sets and 2 sets of cafeteria tables. If there are project savings in the future, staff may recommend additional resources be spent in this category.

Release of Project Funds

As we complete construction or settle any claims and start to close projects out with DSA, we can better predict the final costs. There are many individual changes recommended this year. The total impact of releasing these funds is a reduction of approximately $429,000 budget for projects.

Inflation

Staff studied inflation in the past year. Most construction indices increased between 1 and 2% last year. We recommend an allocation of 2% for projects not yet bid. However, when we have definitive estimates (West Campus, Berkeley High Phase 1 and Berkeley High Phase 2) we are recommending increases to these budgets to reflect the estimate. The total allocated from the inflation budget to project budgets is approximately $2.1 million; the total savings in the inflation budget is approximately $2.5 million. The net effect of the distribution to projects is a savings of $388,000.

Risk Pool

The Risk Pool budget is set at 5% of the total cash projected to be spent in the future. It is available for legal expenses and for extraordinary unknown project costs. It is re-allocated every year when we adopt a new plan. This year little expense was incurred. The net savings in this category is approximately $624,000.

Issuance Costs

We have issued our last approved bonds. The projected issuance costs were overstated by approximately $223,000.

Bond Interest

Interest rates have been very low. We are currently making approximately 0.75% interest per year. We recommend adjusting our expected income down by approximately $251,000.

The total of the changes listed above is a reduction of approximately $292,000 in the available balance.

POLICY/CODE

Board Facilities Plan process consistent with previous years.

FISCAL IMPACT

There are minor administrative and printing costs associated with producing a new Facilities Plan. All costs to be within the Bond. The new available balance is recommended to be $1,602,882, a reduction of $291,443 (from $1,894,325).

STAFF RECOMMENDATION

Approve the reallocations listed.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: January 13, 2010
SUBJECT: Public Hearing on Two Charter School Proposals

BACKGROUND INFORMATION:
Revolutionary Education and Learning Movement (REALM) has petitioned to operate both a middle school and a high school charter school in the Berkeley Unified School District.

In accordance with Ed. Code 47605b, the Berkeley Unified School District must hold a public hearing on the provisions of the charters and consider the level of support for the petitions by teachers employed by the district, other employees of the district and parents. However, staff is not expecting the Board to take any action at this meeting. The Board is scheduled to vote on whether or not to grant the requested charters at its meeting on February 3, 2010.

The petitions and proposed charters are available for review at the district office.

POLICY/CODE
Ed Code 47605b
Board Policy 0424.4

FISCAL IMPACT
None

STAFF RECOMMENDATION
Hold a Public Hearing on Two Charter School Proposals.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: January 13, 2010
SUBJECT: Title III Local Educational Agency Improvement Plan Addendum

BACKGROUND INFORMATION:
Berkeley Unified School District has failed to meet one of the three Title III Annual Measurable Achievement Objectives (AMAOs) for English Learners (EL) for the past two years. The Title III AMAOs include:

- AMAO 1: Annual Progress of English Learners
- AMAO 2: Percentage of EL Students Attaining English Proficiency
- AMAO 3: EL Student Achievement as measured by the California Standards Tests (CST)

While BUSD has consistently met AMAOs 1 and 2, the District has not met the AMAO 3 target for the past two years. This past year, AMAO 3 required 45% of EL students to demonstrate proficiency in English Language Arts and 45.5% in math on the CST. In BUSD, 27% demonstrated proficiency on the CST in ELA and 39.7% in math. Note that the percentage required has been increasing annually; next year the targets are 56% in ELA and 56.4% in math.

Failure to meet this particular AMAO for two consecutive years has resulted in the District being labeled a Title III Program Improvement District. In accordance with Title III mandates for Program Improvement Districts, staff has conducted an investigation and audit of existing English Learner Programs using the English Language Learner Subgroup Self Assessment (ELSSA) and then created an Improvement Plan to remedy existing programmatic deficiencies and improve student achievement.

Attached is the Title III Local Educational Agency Improvement Plan Addendum that will be submitted to the California Department of Education outlining needed improvements in our English Learner program. This plan will be monitored throughout the next eighteen months of implementation with reports provided to the Board and the CDE as required by Title III.

POLICY/CODE:
No Child Left Behind Title III

FISCAL IMPACT:
The District received $132,754 in Title III funding for 2009-10.

STAFF RECOMMENDATION:
Receive the Title III Local Educational Agency Improvement Plan Addendum for information.

Berkeley Unified School District
Title III Local Educational Agency Improvement Plan Addendum

1. Conduct an analysis of data. Identify and describe the factors that prevented the LEA from achieving the Annual Measurable Achievement Objectives (AMAOs) – 5 pages maximum
   A. Analysis of Data and Problems Found

For 4 consecutive years (2005-2009), Berkeley Unified School District has successfully met the targets for AMAO 1, the percent of EL students making annual progress in learning English, and for AMAO 2, the percent of EL students attaining English-language proficiency. More recently (2007-2009), BUSD has met the participation targets for AMAO 3, the participation rate of EL students taking the California Standardized Test (CST) in English Language Arts and Mathematics. Despite the steady increase in the percent of EL students proficient in English Language Arts and Mathematics over the course of 4 years, BUSD has failed to meet the AMAO targets in the last 2 consecutive years (2007-2009).

When designing a process for analyzing EL data, BUSD chose to engage a cross section of stakeholders at all levels of the district in several different contexts. As a result, the analysis of data involved a large number of instructional leaders who are directly responsible for ensuring the academic success of EL students in Berkeley schools. Those who participated in the process examined the EL population, trends in EL achievement, and the quality of EL instruction. Site-specific discussions took place at schools with the highest concentrations of EL students, 3 elementary schools, a middle school, and the high school. In addition, the District English Learner Advisory Committee (DELAC) formed its own Parent Focus Group to examine issues related to EL student achievement and the role of parents in the educational process. The information generated from these discussions and from the results of the ELSSA Survey were reviewed by the district's Educational Services team of directors who, ultimately, generated the Title III Improvement Plan Addendum (IPA).

Berkeley USD is actively involved in a city-wide equity taskforce, 2020 Vision for Berkeley Children and Youth. Several of the objectives outlined in this Title III IPA are directly supported by the work of the taskforce with the over-arching goal to ensure that all children in Berkeley grow up in healthy communities, allowing them the opportunity to realize their full potential. More specifically, the 2020 Vision aims to provide inclusive instruction with effective and engaging curriculum and interventions; to create meaningful family partnerships with schools and city services that promote student success; and, to develop and institutionalize a comprehensive and effective community-wide culturally and linguistically responsive system. The fundamental guiding principle of the 2020 Vision Planning Team is that "we must work collaboratively to pool our city's resources more effectively and efficiently to eliminate these [current] inequities."

Berkeley USD created a new Evaluation & Assessment Department in 2008, which has provided extensive training in data management and analysis throughout the district. When analyzing CELDT data, we recognize a positive trend in EL proficiency based on the targets for AMAO 1 & 2. However, BUSD recognizes these targets establish a low bar and that we must continue to ensure that all ELs, regardless of their proficiency levels, receive targeted ELD daily. In 2008-09, 60.4% of ELs made one level gain on the CELDT which reveals that 39.6% of ELs did <u>not</u> make adequate gains. Similarly, 44.4% of ELs in the cohort for AMAO 2 attained English language proficiency. Again, this reveals that 55.6% did <u>not</u> reach proficiency. When analyzing CELDT data, we discovered

that the largest concentration of ELs is clustered at levels 3 & 4, the majority of whom have attended US schools since Kindergarten. On the other hand, the ELs who have entered US schools within the past 3 years represent a wide range of proficiency levels and, generally, experience positive gains on the CELDT each year.

Of greatest concern are the EL students who hover at levels 3 & 4 for long periods of time and struggle to become academically proficient in the content areas of English Language Arts and Mathematics. In grades 2-8, 23% of our ELs at level 3 are performing below basic or far below basic on the CST in ELA, and 29% are performing below basic or far below basic in Math. Performance on the California High School Exit Exam (CAHSEE) reveals a continued decline in student achievement for ELs who have been in US schools for more than 6 years. 70% of these students failed the CAHSEE in ELA and 55% failed the CAHSEE in Math. More surprising is the decline in achievement of our reclassified ELs who have been in US schools for more than 6 years. 55% of these students failed the CAHSEE in Math.

In summary, we find that the majority of ELs who struggle academically have been in US schools more than 6 years and seldom move beyond level 4 on the CELDT or meet the criteria for reclassification.

B. Strengths and Weaknesses of Current LEA Plan

One of the greatest strengths of our LEA Plan has been increasing the participation rate of students taking California Standards Tests. Initially, the low participation rate identified BUSD for Program Improvement in 2007. Today, we have more reliable outcomes to reflect upon as we improve instructional practice. For example, we have seen considerable improvements in writing proficiency across all subgroups which directly correlates to BUSD's focus on writing instruction in the past 4 years. A team of literacy coaches works closely with classroom teachers to use formative assessments that drive instructional practice while deepening their understanding of the needs of struggling students. In addition, math coaches have been working with Math Teacher Leaders at each site to develop math assessments, provide model lessons, and guide the selection process and implementation of new SBE-approved math curricula, Everyday Mathematics (K-5) and Holt Mathematics (6-8).

With greater access to student data, the mindset of the instructional staff has shifted to an evidence-based instructional program. More than ever before, teachers and administrators are relying on student outcomes to drive instructional decisions. The learning objectives have become clearly defined and articulated, and teachers are working more collaboratively to ensure students are prepared to meet those objectives. Intervention services are delivered by a team of specialists as the district refines its Response to Intervention model, Universal Learning Support Services (ULSS). ULSS is a collaborative effort which utilizes the expertise of public health and mental health agencies, Special Education staff, teachers, and coaches to effectively address barriers to learning. The lowest readers in 1st grade receive Reading Recovery intervention one-on-one. In addition, struggling students receive small group and one-on-one instruction to develop critical learning strategies in reading, writing, and mathematics. At the center of the ULSS model, the classroom teacher provides an instructional program designed to ensure that every child experiences success through continuous monitoring of student progress while fine-tuning instructional delivery.

The instructional staff recognizes the need for clearly defined benchmarks aligned with key standards that guide content instruction. The LEA Plan supports the development of benchmarks for newly adopted textbooks and English Language Development instruction

at all grade levels. As teachers monitor students more closely based on these benchmarks, they are able to make the necessary adjustments to their instruction to better meet the needs of their students. Teachers continue to request more training in highly effective strategies for struggling students across the curriculum. Instructional coaches provide the most effective hands-on professional development for teachers.

The LEA Plan identifies the importance of an ELD Coach to specifically address the needs of English Learners in the classroom. The ELD Coach meets regularly with grade level teams to develop their plan for delivering ELD instruction. She also provides training for developing academic language throughout the curriculum. Teachers and administrators are developing a greater understanding of EL students, including their linguistic, cultural, and academic needs. Teachers and administrators are more familiar with the criteria and process for reclassification, and how to effectively prepare students to become reclassified in a timely manner.

The LEA Plan focuses on extended learning opportunities. As part of a collaborative effort, ULSS, Berkeley LEARNS, 21st Century, ASES, and Extended Day Care (EDC), provide before and after-school programs to all K-8 students. Extended learning programs operate at 11 elementary sites and 3 middle schools. Instructional staff receives professional development in literacy development, mathematics, and ELD to provide a seamless support system for students. The coordination of extended learning programs ensures the consistency and quality of intervention that students receive during the instructional day.

In Berkeley, parents have always been valued as the primary educators of their children. The LEA Plan addresses specific mechanisms for improving parent-teacher partnerships. For example, the School Governance Committee, comprised of parents and teachers, has the responsibility to ensure quality instruction for all students and to allocate the appropriate funding to support instructional decisions. The development of a BUSD Parent Resource Office has resulted in the coordination of workshops, activities and projects for parents in Berkeley. Parents have become more comfortable, confident, and prepared for participating in meetings such as Student Study Team (SST), Individual Education Plan (IEP), Parent-Teacher Conferences, PTA, and the English Language Advisory Committee (ELAC).

Weaknesses of the LEA Plan mostly stem from unanticipated circumstances, such as the recent state funding crisis. BUSD planned to select, adopt, and fully implement an ELA/ELD curriculum this year. While the funding was available, BUSD adopted and implemented an ELA/ELD curriculum for grades 6-8. As the selection committee for K-5 reviewed the SBE-approved materials in fall 2009, it became clear that the funding would not be available to fully equip 11 elementary school sites. As a result, the district plans to upgrade the currently adopted Houghton Mifflin curriculum and ensure that teachers participate in a five day ELA/ELD training as outlined in the LEA Plan. In the absence of a newly adopted SBE-approved ELD curriculum at grades K-5, teachers are using Carousel of Ideas, as a basic ELD curriculum. However, teachers rely on the ELD Benchmarks to monitor student progress and design appropriate activities that target the specific language needs of their EL students throughout all content instruction. There continues to be a need for a linguistic focus in all areas of the curriculum. Teachers have requested a formative assessment to determine the mastery of academic language structures in both spoken and written language. In the meantime, grade level teams analyze writing samples of their ELs, highlighting trends in mechanical errors in order to develop appropriate mini-lessons for second language learners. Bilingual teachers have also expressed the need for clearly defined and articulated Spanish language benchmarks that include conventions, forms, and mechanics that directly transfer to English language development.

Another weakness of the LEA Plan is providing a mechanism for protecting blocks of instructional time for ELD and core curriculum. Berkeley schools offer a variety of enrichment classes which are valuable, but there is limited instructional time each day. This can create a barrier to learning, especially for those students who need additional time for core instruction and intervention services. Grade level teams struggle to find a common block of time to regroup students for ELD instruction. As a result, it's difficult to ensure that students are receiving adequate instruction for meeting benchmarks in literacy, math, and ELD.

Important to note, the LEA Plan makes no mention of the bilingual instructional programs in Berkeley which serves 26% of the ELs (K-5). BUSD provides a two-way immersion (TWI) bilingual program (K-8) with three elementary schools feeding into one middle school. In addition, there is an Early-Exit Bilingual program (K-3) at one site. The TWI model has been recognized in the research as a highly effective instructional program for developing academic language proficiency in English for language-minority students.

> "Moreover, the research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English-only instruction demonstrate that language-minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English." (National Literacy Panel on Language-Minority Children and Youth, U.S. Department of Education, 2006)

Bilingual teachers require ongoing professional development in order to provide a quality instructional program that is standards-aligned and articulated, K-8. Bilingual teachers need time to analyze student data, reflect on their instructional practice and infuse research-based instruction into their literacy program to ensure positive transference from Spanish to English.

As for parent involvement, EL parents have requested more information and orientation to the programs offered in Berkeley. Once they have made an "informed" choice, parents desire additional support to understand the research, performance trends, and how best to support their children in the educational process.

C. Factors Contributing to Failure to Meet AMAO 3

The EL students causing the greatest concern for BUSD are those who have been in US schools longer than 6 years and have not met reclassification criteria. They are no longer making yearly progress on the CELDT, hovering at levels 3 & 4. And, they are not becoming proficient in English Language Arts and/or Mathematics based on the CST and CAHSEE.

1. Once EL students reach level 3 on the CELDT, they are often mainstreamed into English language arts classes with little or no ELD instruction. This is especially true at the middle schools and high school.
2. There is inconsistent use of the ELD Benchmarks for monitoring progress and providing appropriate strategies to target language and literacy needs of EL students.
3. Core teachers (ELA & Math) require more training in academic language development through content instruction, scaffolding techniques, mini-lessons, one-on-one conferencing, and active oral language use in the classroom. Although BUSD teachers are CLAD authorized, most need specialized ongoing professional development to make appropriate adjustments to their practice in order to maximize the benefit to EL students in language and literacy development in our population.
4. Schools with small concentrations of ELs have a difficult time finding the funding and qualified staff to provide ELD instruction outside the classroom.

5. Schools with a higher concentration of ELs are challenged by finding a common block of time at each grade level for regrouping ELs for ELD instruction. In addition, the size of the groups is daunting (a range of 13 students/teacher in elementary to 40 students/teacher in high school). They require an additional staff person to lower the group size as well as appropriate training and materials to provide targeted instruction. Even with all those pieces in place, the time for instruction is compromised by traveling to and from a new classroom setting, as well as settling down the mix of students to work productively together.
6. Parents are concerned and feel helpless when their children struggle academically. They often request more information about the instructional program and how to advocate for their children within the schooling process.
7. Long term ELs tend to lack confidence in their academic ability and feel discouraged by school. They appear disconnected and apathetic towards learning. They are typically illiterate in their home language and their parents often have low educational levels. EL parents would like their children to be more included in conversations about exams, reclassification criteria, and setting short term and long term goals.
8. Bilingual teachers need to meet regularly to align their language and literacy benchmarks while taking into consideration the importance of transferability of many literacy skills from Spanish to English.
9. The ULSS teams and intervention specialists need more information regarding the identification of ELs with special needs and the appropriate delivery of services for ELs with special needs.
10. Parents requested more time to make an informed decision for choosing an educational program for their children in Berkeley USD. Most parents described their first experience enrolling their children in BUSD as rushed and stressful. They suggested written materials in their home language describing the various programs, and a video and/or website to help parents understand the program options. The initial communication with new families could be improved if the Admissions Office and the Parent Resource Office worked together design an effective and supportive orientation for parents.
11. School sites require timely and accurate information about the EL students at the moment of enrollment. The district has recently converted its database from SASI to PowerSchool. As a result, student information is more readily available as new systems are developed for entering student data.

D. Conclusion

From the quantitative and qualitative data we reviewed, several underlying causes of our failure to meet AMAO 3 were identified. The BUSD EL Committee determined that in order to increase the language proficiency and academic achievement of our ELs in Berkeley, we must improve our system in four areas: implementing and monitoring full and consistent standards-based ELD for ELs at proficiency levels 1-5 with a special focus on grades 6-12; providing all students with academic language development through content instruction as well as appropriate interventions based on formative assessments; coordinating district-wide professional development to focus on English Learners in both English-only programs as well as bilingual programs; providing a positive orientation to parents as valuable partners in the educational process.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 20, 2011)
2. Describe scientifically based research strategies to improve English Language Development (ELD). (AMAOs 1 & 2; ELSSA) Objective: Implement and monitor consistent standards-based ELD for ELs at proficiency levels 1-5 with a special focus on grades 6-12			Title III, ELAP, EIA/ELL	
➢ CELDT Site Coordinator will provide CELDT data to classroom teachers as soon as testing is complete	10/1/10	Ed Services CELDT Coord.		
➢ Ensure that all ELs are receiving ELD instruction at least 30 minutes daily to address their specific proficiency levels	11/1/10	Site Principal		
➢ Ensure full implementation of the ELD curriculum embedded in the R/LA curriculum	11/1/10- 7/12/11	Site Principal		
➢ Make a focused effort at the secondary level to provide Academic Language Development (ALD) with an emphasis on writing for long term ELs until they meet reclassification criteria	5/1/10	Site Principal Vice Principal Coaches		
➢ Teachers use the ELD Benchmarks to monitor EL progress and provide accurate information to EL parents on the Report Card	Ongoing	Site Principal		
➢ Teachers use the ELD Benchmarks to provide the appropriate instruction that targets specific language objectives	11/1/10- 7/12/11	Site Principal Coaches		
➢ Continue to provide appropriate ELD materials for targeted instruction as a district approved supplement to Carousel of Ideas	Ongoing	School Governance Council (SGC)		
➢ Develop and/or purchase a formative assessment for Academic Language Development	10/1/10	Ed Services EL Coach		
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3; ELSSA)				

Objective: provide all students with academic language development through content instruction as well as appropriate interventions based on formative assessments		
➢ Ensure a dedicated block of time for R/LA instruction daily	Ongoing	Site Principals
➢ Teachers fully implement the new R/LA curriculum at middle school providing the necessary support to EL students	Ongoing	Site Principals
➢ Provide ALD instruction within the R/LA block for long term ELs	Ongoing	Site Principals
➢ Teachers at the elementary level use Guided Reading Plus for targeted literacy instruction in small groups, integrating the use of listening, speaking, reading and writing	Ongoing	Site Principals Coaches
➢ Evaluate writing samples regularly to develop appropriate mini-lessons for EL students	5/1/2010- 10/1/2010	Coaches
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)		
Objective: provide all students with academic language development through content instruction as well as appropriate interventions based on formative assessments		
➢ During the 2nd year of implementing the newly adopted math curriculum at grades K-8, teachers become more familiar with and utilize the resources available for EL students in order to provide greater access to the math curriculum	2010	EL & Math Coaches
➢ District convenes a math task force to re-evaluate the math course options, support systems, and placement of students in mathematics at BUSD	2010	Ed Services Secondary staff
➢ High school math department aligns formative and summative assessments with key standards in math	2010	BHS staff
5. Describe scientifically based research professional development strategies and activities, including		

coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)		
Objective: coordinate district-wide professional development to focus on English Learners in both English-only programs as well as bilingual programs		
➢ Provide instructional coaches to work directly with classroom teachers to evaluate student outcomes, plan instruction, and provide model lessons	Ongoing	Ed. Services SGC
➢ Provide professional development on how to use the ELD Benchmarks to monitor progress and drive instruction to target EL needs	Ongoing	Ed Services
➢ Continue to send secondary teachers to SIOP training and consider identifying a SIOP coach in BUSD	Ongoing	Ed Services
6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.		
Objective: provide a positive orientation to parents as valuable partners in the educational process		
➢ Improve the enrollment process at the Admissions Office in order to provide a positive orientation for new parents to BUSD	1/4/2010- 5/1/2010	Ed. Ser vices
➢ Provide clear information in the home language regarding program options	Ongoing	Ed. Services School sites
➢ Improve coordination between the Admissions Office and the Parent Resource Office in order to communicate more effectively with EL parents upon enrollment	1/4/2010- 5/1/2010	Ed. Services
➢ Provide workshops at school sites regarding school readiness, state standards, testing schedule and reclassification criteria	Ongoing	Ed. Services School sites

Quarter 3 09-10 Master Schedule

	1st Period	2nd Period	Lunch	3rd Period	4th Period
	8:30-9:55	10:00-11:25	11:25-12:05	12:05-1:30	1:35-3:00
Joy Chua	American Lit	American Lit		Prep	American Lit
Sia Gabriel	Prep	Writing		Writing	Writing
Hillary Walker	Prep	US History		US History	Leadership
Dawn Williams	Spanish 1/2	Spanish 1/2		Spanish 3/4	Prep
Fahim Allah	American Gov't	American Gov't		Prep	American Gov't
Cherise Martinez-McBride	Cyber High	Cyber High			
Kunal Dalal	Chemistry	Prep		Chemistry	Chemistry
Roger Smith-Truss	Biology	Prep		Biology	Biology
Casey Hunt	CAHSEE Math	Geometry		Geometry	Prep
Ramal Lamar	Algebra 2	Algebra 1		Prep	Algebra 1
Ann Sperske					Technology
Tanisha Walton				Women's Class	
Hillary Walker/ Sergio Arroyo				Raza Studies	

Quarter 4 09-10 Master Schedule

	1st Period	2nd Period	Lunch	3rd Period	4th Period
	8:30-9:55	10:00-11:25	11:25-12:05	12:05-1:35	1:35-3:00
Joy Chua	American Lit	American Lit		Prep	World Lit
Sia Gabriel	Prep	Writing		Writing	Writing
Hillary Walker	Prep	US History		US History	*Leadership or US His if needed
Dawn Williams	Spanish 1/2	Spanish 1/2		Spanish 3/4	Prep
Fahim Allah	World History	World History		Prep	Economics
Cherise Martinez-McBride	Cyber High	Cyber High			
Kunal Dalal	Chemistry	Prep		Chemistry	Chemistry
Roger Smith-Truss	Biology	Prep		Biology	Biology
Casey Hunt	Basic Math	Geometry		Geometry	Prep
Ramal Lamar	*Men's Class if math not needed	Algebra 1		Prep	Algebra 1
Ann Sperske					Technology
Tanisha Walton				Women's Class	
Hillary Walker/ Sergio Arroyo				Raza Studies	

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: January 13, 2010
SUBJECT: Facilities Plan Update

BACKGROUND INFORMATION

This report is an update of the Facilities Construction Plan approved by the Board on March 11, 2009. Data in this report is current as of January 4, 2010. We have also included projects contained in BSEP Fund 7. This report includes updates of all active construction projects. Maintenance projects are detailed in the Maintenance Quarterly Reports.

ELEMENTARY SCHOOLS

Emerson

Project Type:	Roofing
Status:	Pre-Design
Completion Date:	September 2010
Changes since last report:	Staff is recommending that the Board hire a project manager at this Board Meeting. We plan to re-roof the building and do schematic-level design of a solar system for this site.

BAM

Project Type:	Floor and Paint
Status:	Pre-Design
Completion Date:	September 2010
Changes since last report:	Staff is recommending that the Board hire an architect for this project at this Board Meeting. The project will be similar in scope to the recent projects at Emerson, LeConte and John Muir. We could not come to terms with a consultant project manager, so we plan to manage this project internally.

MIDDLE SCHOOLS

KING

Project Type:	Refrigeration
Status:	Design
Completion Date:	September 2010

Changes since last report: DSA has responded to accessibility and fire-life safety issues. Structural comments are due in the third week of January.

LONGFELLOW

Project Type: Annex Modernization
Status: Punch List
Completion Date: January 2010
Changes since last report: The floors were installed, the sinks were installed, the punch list has been compiled and most of the furniture has been moved into the building.

HIGH SCHOOLS

BERKELEY HIGH

Project Type: New Buildings
Status: Bid
Completion Date: December 2011
Changes since last report: DSA has been slow on scheduling a final structural review. We are getting proposals from consultants (inspector, testing laboratory, geological) for the Board's consideration at the next Meeting.

OTHER SITES

TRANSPORTATION

Project Type: New
Status: Punch List
Completion Date: December 2009
Changes since last report: The punch list is being addressed. We received our temporary occupancy permit. The staff has moved into the new facility. The new furniture was received and set-up; the shop and office moves have occurred. Training has started on building systems.

WEST CAMPUS

Project Type: Rehabilitated Buildings
Status: Design
Completion Date: October 2011
Changes since last report: The structural comments have been delayed by a few weeks. We expect to receive them in a few days.

DISTRICT-WIDE

Project Type:	Solar Project (Schematic)
Status:	Pre-Design
Completion Date:	December 2009
Changes since last report:	Staff met with the two other school districts once since the last report. Berkeley was ahead of the other two schools, and the current focus is on bringing Oakland and West Contra Costa to the same level of analysis as Berkeley. We are waiting for the Department of Energy to hire a structural engineer. We do not expect significant progress on this project until sometime in February.

Project Type:	Cafeteria Project (Schematic)
Status:	Design
Completion Date:	March 2010
Changes since last report:	Revisions to the schematic packages are being made. The cost estimate and scope of work have been referred to the Superintendent's Advisory Committee for its consideration.

Project Type:	Derby Field Environmental Project
Status:	Pre-Design
Completion Date:	April 2010
Changes since last report:	The landscape architect completed their portion of the project. The draft Initial Study is being prepared and will be reviewed by the District and City before publication.

Project Type:	Energy Analysis
Status:	Complete
Completion Date:	December 2009
Changes since last report:	The audits were reviewed by the District. There are some minor opportunities at the three sites. The consultant also reviewed our computers and our multi-purpose and gymnasium spaces. There are good opportunities to save energy in these areas. We plan to discuss the possibility of Measure BB Funds being used in the multi-purpose lighting and will discuss the computer software savings with the Technology Department.

The Superintendent's advisory committee on facilities met once just prior to the December 9th Board Meeting and will meet on January 5th. Staff plans to make a preliminary recommendation on January 5th.

BERKELEY UNIFIED SCHOOL DISTRICT

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FROM: Lew Jones, Director of Facilities
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