

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

**BOARD OF EDUCATION – MEETING AGENDA\***

Wednesday, January 26, 2011

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

Roll Call

Members Present:

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

Administration:

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

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

- a) Conference with Legal Counsel – Existing Litigation/Anticipated
- b) Consideration of Student Expulsions  
Student Case No. OD1011-11-071794
- c) Collective Bargaining
- d) Public Employee Discipline/Dismissal /Release/Evaluation
- e) Public Employment /Appointment  
Certificated Employee
- f) Liability Claims
- g) Property Acquisition & Disposal
- h) Superintendent's Evaluation

\* Board agenda posted on District website: [www.berkeley.k12.ca.us](http://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 Special Meeting Agenda of January 26, 2011

### **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

### **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	<u>Board Members' Recommendation</u>	<b>6</b>
Approve Resolution No.11-27 Declaring January 30 as Fred T. Korematsu Day	Approve Resolution No. 11-27	

#### **Educational Services**

3.1-C	<u>Staff Recommendation:</u>	<b>9</b>
Approval of Consolidated Application	Approve Consolidated Application ( <b>separate cover</b> )	

**ACTION ITEM**

This item is presented for action at this time. It may have been reviewed at a previous meeting

**Facilities**

**10**

5.1-A  
REALM Charter School Facilities

Staff Recommendation:  
Approve Charter School Facilities Plan

**INFORMATION ITEM**

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

**General Services**

**14**

1.1-I  
Study Session: Goals and Strategies

Staff Recommendation:  
Receive for information

**EXTENDED PUBLIC TESTIMONY**

**ADJOURNMENT**

**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.

**BOARD OF EDUCATION MEETING DATES FOR 2011**

February 9	May 11	September 21
February 23	May 25	October 12
March 9	June 8	October 26
March 23	June 22	November 9
April 13*	June 29 – tentative	November 16*
April 27	August 24	December 14
	September 14*	

### **Berkeley Unified School District Mission:**

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

### **Berkeley Unified School District Vision:**

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

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

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

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

### **Values and Beliefs of Berkeley Unified School District:**

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

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Board of Education  
**FROM:** Beatriz Leyva-Cutler and Karen Hemphill, Directors  
**DATE:** January 26, 2011  
**SUBJECT:** Approve Resolution No. 11-27 Declaring January 30 as Fred T. Korematsu Day of Civil Liberties and the Constitution

### **BACKGROUND INFORMATION**

Fred Korematsu was an individual who refused to comply with Civil Exclusion Order 34, which imposed strict curfew regulations and required 120,000 Japanese Americans to leave their homes to be incarcerated in American concentration camps during World War II.

Mr. Korematsu was arrested and convicted, a conviction that was ultimately overturned in 1984.

This Resolution is presented to commemorate January 30 as Fred T. Korematsu Day of Civil Liberties and the Constitution, the first day named after an Asian American in U.S. history.

### **POLICY/CODE**

None

### **FISCAL IMPACT**

None

### **BOARD MEMBERS' RECOMMENDATION**

Approve Resolution No. 11-27.

**BERKELEY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 11-27  
DECLARING JANUARY 30 AS FRED T. KOREMATSU DAY OF CIVIL  
LIBERTIES AND THE CONSTITUTION**

**WHEREAS**, the Peace and Justice Commission advises the City Council and the School Board on all matters relating to the City of Berkeley's role in issues of peace and social justice (Berkeley Municipal Code (BMC) Chapter 3.69.070; and

**WHEREAS**, the battle for civil liberties has been championed by ordinary Americans who have had the courage to stand up and fight for their basic Constitutional rights; and

**WHEREAS**, Fred T. Korematsu was one of these individuals, who refused to comply with Civilian Exclusion Order 34, based on the federal Executive Order 9066, which imposed strict curfew regulations and required 120,000 Japanese Americans to leave their homes to be incarcerated in American concentration camps during World War II; and

**WHEREAS**, Mr. Korematsu was arrested and convicted, but fought back because he believed the conviction went against the basic freedoms guaranteed to him by the U.S. Constitution, and

**WHEREAS**, Mr. Korematsu's conviction was ultimately overturned in 1984; a decision that influenced the US government's passage of the Civil Liberties Act of 1988, which recognized that a grave injustice was done by forced relocation and incarceration of civilian Americans because of wartime prejudice; and

**WHEREAS**, current California law designates a number of days as having special significance, when public schools are encouraged to observe and conduct suitable commemorative exercises as specified; and

**WHEREAS**, the History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve, states that the history curriculum at each grade level relating to community, state, region, nation and the world must reflect and integrate the experiences of men and women of different racial, religious and ethnic groups; and

**WHEREAS**, the California Assembly and State Senate passed AB 1775, commemorating January 30<sup>th</sup> as Fred Korematsu Day of Civil Liberties and the Constitution - the first day named after an Asian American in US history, without opposition and Governor Arnold Schwarzenegger signed this bill into law on September 23, 2010:

**NOW, THEREFORE, BE IT RESOLVED**, that the Berkeley School Board encourages all schools and teachers to observe January 30<sup>th</sup> as Fred T. Korematsu Day of Civil Liberties and the Constitution and conduct exercises commemorating the life of Fred Korematsu and recognizing the importance of preserving civil liberties, even in times of real or perceived crisis.

**APPROVED AND ADOPTED** this 26<sup>th</sup> day of January, 2011 by the Board of Education.

**AYES**

**NOES**

**ABSTAIN**

**ABSENT**

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John T. Selawsky, Clerk



# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** January 25, 2010  
**SUBJECT:** Approval of the 10-11 Consolidated Application for Funding Categorical Aid Programs (Part II)

## **BACKGROUND INFORMATION:**

Part I of the Consolidated Application for Funding Categorical Programs was submitted June 30, 2010. Part II of the application is due January 31, 2011 to the California Department of Education, but a revised version may be submitted at a later date after Board approval. Part II contains the following information: (1) the entitlement of funds from the federal and state government; (2) allocation of funds to the schools, including private schools; (3) the number of participants in specified programs; and (4) the reports on various state and federal programs.

Board approval is required as there are basic legal assurances for all of the categorical programs to indicate that the school district will comply with the requirements for the following program funds.

Federal and State funds for special needs students included in the application are:

- Title I, Part A Basic Grant – Low Income, NCLB Sec. 101
- Title III, Part A – LEP and Immigrant Students, NCLB Sec. 301
- Economic Impact Aid, EC 54000

Federal and State funds for School Improvement and Professional Development included in the application are:

- Title II, Part A – Teacher Quality, NCLB Sec. 201

A complete copy of the Consolidated Application (Part II) is available in the board room for public viewing.

## **POLICY/CODE**

Education Code Section 64000-64001

## **FISCAL IMPACT**

Approximately \$2,406,971 in categorical funding

## **STAFF RECOMMENDATION**

Approve Part II of the Consolidated Application for Categorical Aid programs.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** January 26, 2011  
**SUBJECT:** Preliminary Response to the Realm Charter School Facility Request

### **BACKGROUND INFORMATION**

On June 9, 2010, the Board approved two new charters: the Realm High School and the Realm Middle School. On November 1, 2010, the District received a Proposition 39 request for facilities from each school. The District responded to that request with a number of questions. The charter responded to those questions by January 2, 2011. The District must respond on or before February 1, 2011 by the issuance of a preliminary proposal. Staff is bringing this item forward so the Board can help direct staff on that preliminary proposal.

Per California Administrative Code 11969.9, the preliminary proposal shall include:

1. "The projections of in-district classroom ADA on which the proposal is based;
2. The specific location or locations of the space;
3. All conditions pertaining to the space, including a draft of any proposed agreement pertaining to the charter school's use of space; and,
4. The projected pro rata share amount and a description of the methodology used to determine that amount. The district shall also provide the charter a list and description of the comparison group schools used in developing its preliminary proposal and the charter school's facilities request as submitted".

The charter schools will have until March 1, 2011 to respond to the preliminary proposal.

The Administrative Code is silent on several other matters, but they are relevant to this review. The most salient are that the District is under no obligation to provide facilities if there are less than 80 ADA proposed in a charter school; that the charter would need to be housed in a DSA approved facility; that the District would be considered the lead agency under the California Environmental Quality Act (CEQA) and that the District may need to exempt the school(s) from the City's zoning requirements.

The District has an obligation to provide facilities if the facility application submitted includes a sufficient number of students to account for 80 ADA of students eligible to attend Berkeley schools. Based upon the applications submitted, BUSD is to use a 90% factor for ADA. To be assured of the right to

be provided facilities, each charter must have 89 students planning to enroll who are eligible to attend Berkeley Schools.

The District's business services department is still analyzing the submittal to ascertain whether the High School qualifies for facilities. It is apparent that the middle school does not qualify.

The District has a number of facilities which could be considered for use or share with a charter school. Due to the age of the children, the following options were considered:

1. West Campus. This site previously housed a middle school and later a grade program;
2. B-tech. This is the site of our current Continuation School;
3. Washington Annex. A portion of this site currently houses high school students;
4. Willard. This site houses middle school students;
5. Franklin. This site currently houses adult school students.

B-tech is not a viable option as the space is needed for our Continuation School. The Washington Annex is problematic for a host of reasons. This leaves three possibilities. Staff is not yet ready to recommend one site, but West Campus is the logistically easiest site to consider.

The District may have the responsibility to provide space for the high school (3 classrooms and support spaces); the District is under no obligation to provide any space for the middle school. It is staff's recommendation, that if the high school achieves the required 80 ADA with the already submitted proposal, that West Campus be the District's preliminary proposal. Staff further recommends that we reject the middle school request for facilities, but be prepared to consider any of the three still remaining options listed above (at the District's choice), provided the charter agrees to fully pay for any and all costs associated with the facilities.

The buildings at West Campus have been neglected for the past number of years. The District's administrative facility is currently under construction and will not be completed until after the start of the school year. There are four classrooms planned in this building. None of these classrooms are currently designated for a particular school and could be available in the second semester of 2011-2012. There are three other classrooms which were recently used by the District for our pre-K program while Franklin PN was under construction. These classrooms could be renovated with the expenditure of less than \$50,000. Some support spaces, such as office space, can be found although it will require some dialogue with the charter and will require a modest increase in expenditures. Cost for these improvements may either be from the bond of the maintenance funds, probably some combination of both.

The West Campus site has numerous classrooms, but the buildings are not in the best shape. Heating, electrical, hazardous material removal, finish replacement and accessibility issues make the renovation of these buildings both expensive and a challenge to fix before the opening of school. If the charter were interested in more than three classrooms at the opening of school, it is probable that the safest and best solution would be the addition of portables, rather than renovating the current classrooms. It is still possible to install portables by the opening of school by including portables into the current DSA project currently under construction, but there is not much time to lose if the charter school were interested in paying for this option. While no costing has been done, the cost of portables is significant. BUSD's recent portable projects at Berkeley High School suggest establishing a budget figure of \$160,000 per portable. The cost can vary significantly depending on whether restrooms are needed, and whether the units are rented or purchased.

The District is considered to be the lead agency under CEQA. CEQA encourages lead agencies to consider the reasonably foreseeable consequences of an action. While the charter school(s) have a proposed size, it is not completely clear when that size will be achieved and whether they will continue to locate at a particular site. Staff recommends that we confine the CEQA analysis to the next school year. There may be some criticism to this approach, but it seems too speculative to consider a longer timeframe at this time.

The charter school may be required to apply for a use permit. The District can exempt itself from certain zoning laws. While more discussion with the charter school(s) is required, in the future, the Board may consider the wisdom of exempting itself from certain zoning laws, which requires the Board to pass a resolution to that effect.

#### **POLICY/CODE**

Education Code 47614, 47605 et seq., Administrative Code 11969.9-11969.11.

#### **FISCAL IMPACT**

If the high school charter reaches 80 ADA as required, the District may spend \$50-\$75,000 of Measure AA and/or Measure BB funds at the West Campus site.

#### **STAFF RECOMMENDATION**

Authorize staff to prepare a preliminary proposal based on the following approach:

1. The District would offer up to three classrooms for the high school charter at West Campus. BUSD would bear the cost of those

improvements if the charter is qualified (has 80 Berkeley School eligible ADA;

2. The District would consider providing additional space for the high school charter for non-Berkeley School eligible students, provided the charter school paid for all costs associated with housing those students; and,
3. The District would offer the middle school charter space at one of the three sites listed (West Campus, Franklin and Willard), provided the District can accommodate its programs and that the charter pays for all costs associated with use of those spaces.

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Board of Education  
**FROM:** William Huyett, Superintendent  
**DATE:** January 26, 2011  
**SUBJECT:** BUSD Goals, Strategies, and Action Plans for 2010-13 for Closing the Achievement Gap

## BACKGROUND INFORMATION

The Board, on October 13, 2010, approved the District Goals for 2010-13. Staff has also developed action plans to accommodate progress toward meeting our goals through 2011-12 school year. The Board is asked to review these and ask any clarifying questions of staff. In response to the discussion at the last Board meeting, and in conjunction with our work with WestEd, staff will present models of problem statements, and indicators of success that are aligned with our five District Goals.

The Board is also asked to receive information about the progress of three 2020 Vision work groups focusing on kindergarten readiness, literacy and school attendance from Dr. Tanya Moore, Youth Services Coordinator, City of Berkeley.

Finally, the Board is asked to prioritize topics for study sessions and, if needed, Board presentations for the 2011 calendar year. Attached are the documents presented at the last Board meeting indicating Directors' priority in topics and a suggested schedule for the year.

An outline for the study sessions is listed below.

I.	<b>Goals and Strategies</b>	Bill
II.	<b>Action Plans</b> a. Indicators b. Problem Statements c. Action Steps	Neil
III.	<b>Three Committees – 2020 Vision</b> a. K Readiness b. Literacy c. Attendance	Tanya Moore
IV.	<b>Study Session Topics for 2011</b>	Board/Bill

**POLICY/CODE**

None

**FISCAL IMPACT**

None

**STAFF RECOMMENDATION**

Receive as information

## B.U.S.D. 2010-13 Goals and Strategies – Action Steps for next 18 months (through June 2012)

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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Color Key</td> </tr> <tr> <td style="background-color: #d3d3d3;">Division Strategy</td> </tr> <tr> <td style="background-color: #f5deb3;">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
Color Key						
Division Strategy						
Action Steps						
<p><b>STRATEGY A. Pre-K:</b> Prepare pre-school children for success in elementary school by providing age-appropriate curriculum and instruction that nurture and develop children’s academic, social, emotional and physical well-being.</p>						
<p><b>1. Action Step:</b> Provide training to all preschool staff on the CDE’s Preschool Foundations and Creative Curriculum, which integrates learning and play and will be implemented this year</p>	All staff are highly trained in effective pre-school teaching strategies and comprehensive curriculum that will be offered to all BUSD pre-K students	Director of Curric. and Inst., Principal, Pre-K				
<p><b>2. Action Step:</b> Research and select a professional development model that focuses on early literacy and/or Tools of the Mind that develops students’ ability to succeed in school</p>	Improve the academic literacy and school readiness of pre-k students, especially English Learners	Director of Curric. and Inst., Principal, Pre-K				
<p><b>STRATEGY B. ELA and Math Instruction:</b> Prepare all students for continued success in English Language Arts and Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.</p>						
<p><b>1. Action Step:</b> Implement the Teachers</p>	All K-5 teachers are fully trained on the literacy	Director C & I;				



College Readers and Writers Workshop in all K-5 classrooms	model being implemented in BUSD	Prof. Dev. Coord.; K-5 Principals	
<b>2. Action Step:</b> Provide training and support for K-5 teachers in Everyday Mathematics through the Math Teacher Leaders and District Math Coach	All K-5 teachers are fully trained on Everyday Mathematics Curriculum being implemented in BUSD	Director C&I.; Prof. Dev. Coord.; K-5 Principals	
<b>3. Action Step:</b> Provide professional development for all middle school teachers in the implementation of District English and Mathematics curriculum with the support of the Math and ELA Teacher Leaders, Math Coach and ELA Coach	Middle school teachers are fully trained on the adopted ELA and Mathematics curriculum being implemented in BUSD	Director C&I.; Prof. Dev. Coord.; Middle School Principals	
<b>4. Action Step:</b> Utilize a Professional Learning Community (PLC) model to analyze State and district assessments to identify gaps in curriculum, areas of strength, students in need of additional support	All teachers and administrators are able to discuss the results of state and district assessments as a part of an ongoing monitoring system of teaching and student learning	Dir. Curric. and Inst.; Prof. Dev. Coord.	
<b>5. Action Step:</b> Define new guidelines for math placement for 9 <sup>th</sup> graders to set them up for long-term math success in high school	More 9 <sup>th</sup> graders will earn satisfactory grades in math in 2011-12 compared to 2009-10	Dir. Curric. and Inst.; BHS Principal	
<b>6. Action Step:</b> Implement common high school math assessments in Algebra, Geometry and Interactive Math Program (IMP) to analyze program alignment and student achievement	All algebra, geometry and IMP teachers utilize common math assessments and collaborate about needed programmatic changes and student needs	Director of Evaluation and Assessment; BHS Principal	
<b>7. Action Step:</b> Plan common 9 <sup>th</sup> grade writing assessments to be implemented next year	All 9 <sup>th</sup> grade English teachers utilize a common writing assessment to develop students' writing skills and strengthen their understanding of writing standards	Dir. Curric. and Inst.; BHS Principal	
<b>STRATEGY C. English Language Development:</b> Provide direct instruction in			

English Language Development to ensure that every English Learner gains at least one English Language proficiency level each year.			
<b>1. Action Step:</b> Ensure teachers at all sites are trained in English Language Development (ELD) strategies through professional development and support of the ELD coach	All K-12 teachers are CLAD certified and trained in strategies to support EL students at their CELDT level in order to ensure annual progress in English	Dir. Curric. & Inst., ELD Coach, K-12 Principals	
<b>2. Action Step:</b> Ensure all EL students are receiving daily EL and that their progress is monitored through the grade level benchmark “blue cards”	EL students’ progress is monitored regularly	Dir. Curric. & Inst., ELD Coach, K-12 Principals	
<b>3. Action Step:</b> Provide training for principals in Improving Student Achievement through Supervision for Quality Instruction of English Learners	All principals provide useful feedback to teachers to improve the performance of EL students	Asst. Supt., Ed. Services	
<b>4. Action Step:</b> Improve outreach to Spanish speaking families to support them in choosing the best EL program for their children – TWI, Bilingual, or Mainstream Classes	Every Spanish speaking family makes an informed choice regarding EL program	Manager of Student Assignment	
<b>STRATEGY D. Evaluation and Assessment:</b> Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with staff, the Board and the community.			
<b>1. Action Step:</b> Implement District Assessments in English/Language Arts and mathematics	All stakeholders have student performance data aligned to the district curriculum in addition to state mandated tests	Director of Eval and Assess.; Asst. Supt., Ed. Services	
<b>2. Action Step:</b> Import all assessment scores into the Data Warehouse within 2 weeks of testing and produce and distribute District	All stakeholders have student performance data aligned to the district curriculum 2-4 times per year in addition to state mandated tests	Director of Evaluation and Assessment	

Summary reports within 3 weeks after each assessment is complete			
<b>3. Action Step:</b> Support follow up discussions led by C & I coaches regarding assessment scores	All stakeholders have student performance data aligned to the district curriculum 2-4 times per year in addition to state mandated tests	Director of Evaluation and Assessment	
<b>4. Action Step:</b> Develop partnership with UC Berkeley's Graduate School of Education to perform program evaluation of district initiatives	All stakeholders have the results of program evaluation to inform decision making	Director of Evaluation and Assessment	
<b>5. Action Step:</b> Support principals in conducting a pilot evaluation of a program at their sites	All stakeholders have the results of program evaluation to inform decision making	Director of Evaluation and Assessment	
<b>6. Action Step:</b> Focus on enhancing the capacity of two Pilot Schools in using assessment to guide instruction	Staff at Pilot Schools incorporate the use of assessment more frequently and effectively	Director of Evaluation and Assessment	
<b>7. Action Step:</b> Organize a Research Symposium showcasing staff research as well as university research conducted in BUSD	All teacher, parent, and school leader learn about educational research that will inform decision making	Director of Evaluation and Assessment	

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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
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Color Key						
Division Strategy						
Action Steps						
<p><b>STRATEGY A. Student Engagement:</b> Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.</p>						
<p><b>1. Action Step:</b> Using surveys and community outreach, research and develop new, culturally relevant opportunities for students to be engaged in their education</p>	More culturally relevant activities are offered for students to engage them in both classroom and afterschool activities	Director, C & I; Supervisor, Cult. and Ling. Resp. Systems; VAPA Prog. Supervisor; After School Mgrs; Principals				
<p><b>2. Action Step:</b> Plan for secondary redesign – See Goal II, Strategy E</p>	Secondary School students have increased options for graduation, educational certificates and CTE participation	Director, Student Services				
<p><b>3. Action Step:</b> Monitor the K-5 Physical Education program to ensure all students are receiving 100 minutes of PE instruction weekly</p>	Students are more able to focus in the classroom and have better health	Director, C & I; K-5 Principals				
<p><b>4. Action Step:</b> Implement a new Advisory Program at BHS</p>	BHS students receive structured guidance and support regarding decisions that affect their education	BHS Principal				
<p><b>STRATEGY B. ULSS / RtI<sup>2</sup>:</b> Implement a continuum of academic, behavioral, and/or other</p>						

intervention strategies through the Universal Learning Support System (ULSS), as ULSS is the district's model of Response to Intervention and Instruction (RtI <sup>2</sup> ).			
<b>1. Action Step:</b> Establish District Leadership Team, ULSS/RtI <sup>2</sup> Advisory Committee and ULSS/RtI <sup>2</sup> Workgroups to develop the components of an effective RtI <sup>2</sup> model	Membership in each group is determined and the components of an effective ULSS/RtI <sup>2</sup> model are identified and defined	Directors of: Spec. Ed., C & I; Student Services; P.D. Coordinator	
<b>2. Action Step:</b> Identify Tiers of Intervention to be implemented across District	Process and procedures for Tiers 1, 2, and 3 are written and distributed	ULSS/ RtI <sup>2</sup> Leadership Team	
<b>3. Action Step:</b> Establish an effective system for site ULSS/ RtI <sup>2</sup> teams to document student referrals and academic and/or behavioral interventions	Student referrals and interventions are documented	ULSS/ RtI <sup>2</sup> Leadership Team	
<b>4. Action Step:</b> Establish an effective system for site ULSS/RtI <sup>2</sup> teams to monitor student progress using a common data collection process	Progress monitoring tools, including a data collection process and guidelines for frequency and quality of progress monitoring, are selected	ULSS/ RtI <sup>2</sup> Leadership Team	
<b>5. Action Step:</b> Develop a ULSS/RtI <sup>2</sup> Information and Procedural Manual, including Staff roles and responsibilities	ULSS/ RtI <sup>2</sup> Manual is distributed and used	ULSS/ RtI <sup>2</sup> Leadership Team	
<b>6. Action Step:</b> Establish position of ULSS/RtI <sup>2</sup> Coach	ULSS/RtI <sup>2</sup> Coach is hired and leads professional development at sites	Director of Student Services	
<b>STRATEGY C. Positive Behavior Support:</b> Develop and utilize a positive behavior system as well as prevention and intervention programs for specific behaviors that impede student success, such as alcohol and drug use and abuse, truancy, expressions of extreme anger, and repeated suspendable offenses.			
<b>1. Action Step:</b> Ensure all K-8 sites are implementing culturally responsive positive behavior interventions and support (PBIS)	Staff at all elementary and middle schools receive culturally responsive training in PBIS and implement culturally responsive PBIS practices	Director of Student Services; K-8 Principals	

<p><b>2. Action Step:</b> Implement Project Alert at all Middle Schools</p>	<p>All middle school science teachers are trained in Project Alert and implement Project Alert lessons in 7<sup>th</sup> &amp; 8<sup>th</sup> grade</p>	<p>Director of Student Services; Middle School Principals</p>	
<p><b>3. Action Step:</b> Expand alcohol, tobacco, and other drug (ATOD) use prevention and intervention programs and strategies</p>	<p>Apply for Tobacco Use Prevention Education (TUPE) funds and implement TUPE funded ATOD programs at middle and high schools if funding awarded; Send student teams from all BUSD middle and high schools to Teens Tackle Drugs and Alcohol conferences at UCB ; Implement Transformational Life Skills (TLS) program for identified at-risk students at Berkeley High School if funding available</p>	<p>Director of Student Services; Secondary Principals</p>	
<p><b>4. Action Step:</b> Implement SART and SARB procedures</p>	<p>Implement District procedures for truancy notification. Provide updated SARB handbook to administrators and counselors; follow through with SARB hearings and referrals to the district attorney where appropriate</p>	<p>Director of Student Services; Principals</p>	
<p><b>5. Action Step:</b> Implement multi-agency truancy and absenteeism reduction and prevention program (TARRP)</p>	<p>Student Services will collaborate with the Berkeley Police Department, Berkeley Mental Health, the YMCA, BHS' School Health Center, and other agencies in this non-punitive intervention. Expected attendance outcome: .5% improvement in student attendance in 2010-2011 as compared to 2009-2010</p>	<p>Director of Student Services; BHS Dean</p>	
<p><b>6. Action Step:</b> Implement alternatives to suspension/expulsion when feasible including Restorative Justice (see Strategy D. Disproportionality, #4)</p>	<p>Suspensions and expulsions decrease annually District-wide and expulsions for non-mandatory offenses eliminated whenever feasible</p>	<p>Director of Student Services</p>	
<p><b>STRATEGY D. Disproportionality:</b> Reduce the disproportionate racial representation of students</p>			

suspended or expelled and students identified for Special Education services.			
<b>1. Action Step:</b> Utilize Office of Civil Rights (OCR) technical support to address racial disproportionality in student discipline	The number of African American and Latino students who are expelled and the racial disproportionality in suspensions and expulsions decreases in 2010-11 and 2011-12 relative to 2009-10	Director of Student Services; Principals	
<b>2. Action Step:</b> Provide Student Discipline and Due Process Training for BUSD administrators	Inappropriate recommendations for expulsion and compliance issues regarding due process are eliminated	Director of Student Services	
<b>3. Action Step:</b> Monitor quarterly suspension and expulsion data by site and District-wide	Review of data informs practices at sites to reduce racial disproportionality in student discipline	Director of Student Services; Principals	
<b>4. Action Step:</b> Implement a Restorative Justice Program at all BUSD middle schools	Reduced suspension rates, improved school climate and campus safety, improved behavior and increased leadership capacity of identified at-risk students are noted at the middle schools	Director of Student Services; Middle School Principals	
<b>5. Action Step:</b> Analyze Self-review findings including the 2010 ULSS Evaluation and school level analysis regarding RtI <sup>2</sup> readiness	Complete analysis and use it to develop a plan to reduce disproportionality	Directors of: Spec. Ed., C & I, Student Services	
<b>6. Action Step:</b> Develop Special Education Coordinating Early Intervening Services (SE-CEIS) Plan as required by CDE, including a plan to implement RtI <sup>2</sup> (see Goal II, Strategy B: ULSS/RtI <sup>2</sup> ) to reduce the disproportionate number of African-American students identified for Special Education	CDE approves District SE-CEIS Plan (RtI <sup>2</sup> Pathway selected) to reduce disproportionality	Director of Spec. Ed. assisted by Directors of C & I and Student Services and RtI <sup>2</sup> Coach	
<b>7. Action Step:</b> Identify up to 100 students (without IEP's) in grades 2 and 3, performing in the Below Basic subgroup, and assess them to determine exact skill(s) needs for intervention.	Staff reviews spring CST assessment data for students who received early intervening service to determine the effectiveness of intervention as measured by movement from Below Basic to Basic	Director of Special Education; RtI <sup>2</sup> Coach	
<b>STRATEGY E. Educational Options for</b>			

<b>Secondary School Students:</b> Develop engaging and innovative educational options for secondary students, including career technical education.			
<b>1. Action Step:</b> Establish a Secondary Re-design Committee to research secondary educational options, particularly Career Technical Education (CTE)	Secondary Re-design committee visits model alternative programs and meets with B-Tech students and staff to discuss strengths and needs	Director of Student Services; Superintendent	
<b>2. Action Step:</b> Develop and implement a plan with educational options and guidance for credit deficient students to enable them to graduate or obtain a high school equivalency diploma	Credit deficient high school students have increased options for graduation through the regular program, Adult School, Cyber High and City College as well as access to preparation courses for educational certificates (i.e. GED, CHSPE)	Director of Student Services; Principals of Adult School, B-Tech, and BHS; Superintendent	
<b>3. Action Step:</b> Develop and implement a plan that will improve and expand CTE offerings for all students	The district provides an array of quality/ relevant CTE/career pathway options available to all BUSD secondary school students	Director of Student Services; Principal of Adult School; Superintendent	
<b>STRATEGY F. Extended Learning Opportunities:</b> Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.			
<b>1. Action Step:</b> Ensure that all K-8 students who are below grade level are provided opportunities to participate in after school support services provided by site intervention funds, Berkeley LEARNS, BEARS, or City of Berkeley programs	All students who are below grade level participate in intervention opportunities to help them accelerate their learning and reach grade level standards as soon as possible	Director, Curric. and Inst.; K-8 Principals; RtI <sup>2</sup> Coach; After School Managers	
<b>2. Action Step:</b> Support after and before school academic programs by increasing the number of highly trained mentors/tutors focused on literacy and funded by the City and UC	All mentors/tutors working with BUSD students are trained in research proven intervention strategies and develop academic outcomes for their tutees/mentees	Director, Curric. and Inst.; K-8 Principals; RtI <sup>2</sup> Coach; After School Managers	
<b>3. Action Step:</b> Establish an Academic Liaison	Students receive extended instruction	Director, Curric.	



at all K-8 sites to coordinate and align the work of after school programs with the classroom instruction	through the after school program that is aligned to the classroom and supports standards' based instruction	and Inst.; K-8 Principals; After School Managers	
<b>STRATEGY G. Transitions:</b> Improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, from middle to high school, and from high school to post-secondary as well as the transitions from Special Education and English Learner status to the mainstream.			
<b>1. Action Step:</b> Develop and implement a strategy for sharing pre-school assessment for incoming kindergartners from BUSD and Head Start Pre-Schools	Kindergarten teachers will have a clear understanding of the school readiness of their students early in the year	Director of Curriculum & Instruction	
<b>2. Action Step:</b> Develop and implement formal protocols for sharing IEP case management information of students transitioning from pre-k to K, from elementary to middle and middle to high school	Create a unified process for sharing information between schools/levels	Director of Special Education and Special Education Program Supervisors	
<b>3. Action Step:</b> Develop and implement protocols for sharing ELD progress of all English learners following the administration of CELDT	All teachers will receive their current EL students' CELDT scores	Director of Curriculum & Instruction	
<b>4. Action Step:</b> Develop and implement protocols at Berkeley High to ensure that entering 9 <sup>th</sup> graders are set up to succeed	Protocols at BHS that ensure a safety net for all entering 9th graders include special programs for identified students	BHS Principal	

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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Color Key</td> </tr> <tr> <td style="background-color: #d3d3d3;">Division Strategy</td> </tr> <tr> <td style="background-color: #f5deb3;">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
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<p><b>STRATEGY A. Family Engagement Framework:</b> Develop greater family involvement in the schools and the community by adopting a framework that offers multiple ways for parents to partner with educators to ensure their children’s success in school.</p>						
<p><b>1. Action Step:</b> Develop and implement a plan to strengthen and increase parent engagement capacity and culturally and linguistically responsive systems at three pilot schools</p>	Parents, Staff and administrators at three pilot sites complete family engagement, culturally and linguistically responsive systems survey to assess strengths and gaps and inform development of Family Engagement Framework and Cultural and Linguistic Responsive Systems	Manager of Family & Community Partnerships and Supervisor of Culturally and Linguistically Resp. Systems				
<p><b>2. Action Step:</b> Design a model for Family Engagement Framework based on <i>California State Action Plan for School, Family, and community Partnerships</i>, a resource developed by the California State Action Team for Partnerships, with input from 2020 Vision Partners and the community</p>	A Family Engagement Framework model that addresses parent education, two-way communication strategies, volunteerism, and parent resources at the sites is identified and implemented	Manager of Family & Community Partnerships and Supervisor of Culturally and Linguistically Resp. Systems				
<p><b>3. Action Step:</b> Include in the Framework a focus on parent education by providing a district wide parent conference, on-going family workshops, and parent forums, all of which help families navigate our educational system and strengthen parents’ engagement in their children’s education</p>	Workshops (such as LUNA and INSPIRE), forums on topics such as bilingualism or bullying, and a district wide parent conference are attended by more than three hundred (300) parents who evaluate these programs to guide the district’s future planning	Manager of Family & Community Partnerships				

<p><b>4. Action Step:</b> Include in the Framework a focus on two-way communication strategies, volunteerism, and parent resources at the sites</p>	<p>Clear district guidelines and procedures support parents in communicating with staff, volunteering at schools, and accessing resources available at sites</p>	<p>Manager of Family &amp; Community Partnerships</p>	
<p><b>STRATEGY B. Family Leadership &amp; Advocacy Training:</b> Strengthen parents' capacity to be effective leaders in their schools and the community and advocates for their children by providing parent trainings and forums in formats that honor the cultures and languages of our community.</p>			
<p><b>1. Action Step:</b> Provide monthly trainings for parents to develop and strengthen their leadership skills and capacity to collaborate with administrators and school site staff on issues that impact student achievement and well-being</p>	<p>Parent Leadership Action Network (PLAN) monthly trainings are attended by eighty (80) K-12 parents; parents utilize the Office of Family and Community Partnerships as a source of information and support</p>	<p>Manager of Family &amp; Community Partnerships</p>	
<p><b>2. Action Step:</b> Support site administrators to integrate emerging parent leaders into the schools' existing parent engagement programs, governance structures, and development of parent involvement policies</p>	<p>Participation of parents of color in leadership roles at school sites, e.g., SGC/SSC, increases as compared to previous year, and participation in DELAC and DAC committees increases</p>	<p>Manager of Family &amp; Community Partnerships and Supervisor of Cult. and Ling. Resp. Systems</p>	
<p><b>STRATEGY C. Family Advisory Council:</b> Support the City and the Berkeley Alliance in establishing a representative Family Advisory Council to ensure parent input in the development and evaluation of the 2020 Vision projects.</p>			
<p><b>1. Action Step:</b> Participate in planning meetings with parents, community partners and City representatives to advance development of FAC</p>	<p>FAC structure, membership criteria, roles, responsibilities, recruitment and application process are identified</p>	<p>City of Berkeley &amp; Manager of Family &amp; Community Partnerships</p>	
<p><b>2. Action Step:</b> Assist in recruiting for FAC</p>	<p>FAC Members are selected</p>	<p>City of Berkeley &amp;</p>	

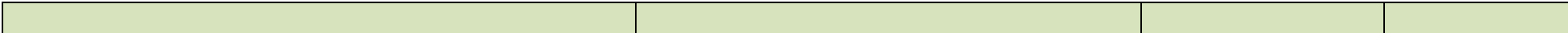
membership via community orientation meetings for potential members describing role and responsibilities and FAC application process		Manager of Family & Community Partnerships	
<b>3. Action Step:</b> Collaborate with 2020 Partners to seek funding for staffing and additional resources necessary to support the operations of the FAC	A plan to support the functions and operations of the FAC is developed in collaboration with Vision 2020 Partners	City of Berkeley & Manager of Family & Community Partnerships	
<b><u>STRATEGY D. Communication:</u></b> Engage and inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.			
<b>1. Action Step:</b> Authorize a committee to develop a comprehensive communications plan for the district that addresses issues of community engagement, translation, outreach, and the use of various media	A comprehensive plan for district communication will be presented to the BSEP P & O Committee and the Board	Superintendent	

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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
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<p><b>STRATEGY A. Culture and Climate of District and Schools:</b> Ensure that all schools and departments welcome and support all our students and their families by prioritizing a focus on equity at each site, ensuring customer friendly service, and providing language access, all supported by district policy.</p>						
<p><b>1. Action Step:</b> Hire a supervisor of Culturally and Linguistically Responsive Systems</p>	Dedicated staff works with schools and departments to ensure their cultural competence and provide support for staff of color	Director of Curriculum and Instruction				
<p><b>2. Action Step:</b> Implement the WE CARE model of Customer Services at all levels of BUSD</p>	All school sites and district departments are welcoming to parents and families	Deputy Supt.; Asst. Supt., Human Resources				
<p><b>3. Action Step:</b> Expand the number of multi/bilingual staff to support families who speak another language</p>	There is an increase in staff able to communicate with non-English speaking families to ensure they are supported and feel welcome	Asst. Supt., Human Resources; Principals; Managers				
<p><b>4. Action Step:</b> Establish a system to ensure critical documents are available in Spanish</p>	Spanish speaking families and guardians have access to critical information in their native language	Public Information Office				
<p><b>5. Action Step:</b> Develop a matrix/rubric that identifies levels of cultural competency existent in highly competent schools</p>	There is a shared understanding about what a truly culturally competent school/department exhibits along the continuum of cultural competence	Supervisor of Culturally and Linguistically Resp. Systems				
<p><b>6. Action Step:</b> Work with departments and</p>	Departments and sites have a better	Supervisor of				

school sites to audit their cultural proficiency and understanding	understanding of their cultural competence and where they can improve their understanding to better serve families and students	Culturally and Linguistically Responsive Systems	
<b>STRATEGY B. Recruit and Retain Teachers and Administrators of Color:</b> Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.			
<b>1. Action Step:</b> Provide support for BUSD Pathways participants who are a part of the ACOE pathways project	District classified staff members interested in becoming teachers are supported and mentored	Director, Personnel Services	
<b>2. Action Step:</b> Identify a list of current classified employees interested in teaching careers and provide guidance to help them become teachers	Classified staff members are supported and encouraged to explore teacher certification and become BUSD teachers	Director, Personnel Services	
<b>3. Action Step:</b> Develop recruitment materials to distribute to college/university teacher preparation programs and classified employees; build relationships with programs outside of the bay area, and visit programs to recruit potential teacher candidates representing the diversity of the student population of the District	There is an increase in the number of applicants reflecting the racial, ethnic, and gender diversity of the District	Director, Personnel Services	
<b>4. Action Step:</b> Hold information sessions on credentialing requirements and application processes bi-annually for district-identified prospects	A pool of local candidates for teacher education pathway projects is established	Assistant Superintendent, H.R.; Director, Personnel Services	
<b>5. Action Step:</b> Develop hiring protocols for school sites with interview questions aimed at supporting school sites to focus on the Vision 2020 foundation principles	There is consistency in hiring processes based on the District vision	Director, Personnel Services	

<p><b>6. Action Step:</b> Develop networking and support systems for current and newly recruited teachers of color to increase job satisfaction and employee retention by creating a community of mentoring and collegial support through BTSA, UBA, BFT and ACSA</p>	<p>There is a community of peers to provide support for new hires to increase retention</p>	<p>Director, Personnel Services</p>	
<p><b>7. Action Step:</b> Hold at least 3 focus groups of administrators, teachers and classified employees of color to determine district strengths and weaknesses and provide support to ensure their success</p>	<p>Staff of color feel better supported in their work and maintain employment in BUSD</p>	<p>Director, Personnel Services and Supervisor of Cult. &amp; Ling. Resp. Systems</p>	
<p><b>STRATEGY C. Professional Development:</b> Create a culturally and linguistically responsive climate throughout the district through focused professional development</p>			
<p><b>1. Action Step:</b> Provide professional development for a minimum of 6 schools and departments to develop cultural proficiency and competence in order to support families, students, and staff</p>	<p>Staff at targeted sites develops a deeper understanding of how culturally responsive systems impact student achievement</p>	<p>Supervisor of Culturally and Linguistically Responsive Systems</p>	
<p><b>2. Action Step:</b> Continue onsite coaching for schools that began Culturally Responsive Teaching and Learning (CRTL) previously</p>	<p>Staff at targeted sites expands the use of specific educational strategies to support students of color</p>	<p>Asst. Supt., Educational Services</p>	
<p><b>3. Action Step:</b> Infuse cultural competence and climate content into PBIS (formerly known as BEST) training provided to all K-8 schools (See Goal II, Strategy C, #1)</p>	<p>Staff at all K-8 schools implement culturally responsive PBIS practices</p>	<p>Supervisor of Culturally and Linguistically Responsive Systems</p>	
<p><b>4. Action Step:</b> Support 3 schools' participation in the National Equity Project's 2012 initiative aimed at increasing the achievement of students of color through professional development</p>	<p>Staff at targeted sites develops a deeper understanding of how culturally responsive systems impact student achievement</p>	<p>Asst. Supt., Educational Services</p>	





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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
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<p><b>STRATEGY A. Efficient Use of Resources:</b>            Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs.</p>						
<p><b>1. Action Step:</b> Develop a technology task force to identify system changes that will provide more efficient services</p>	A task force identifies and monitors technology projects	Director of Technology				
<p><b>2. Action Step:</b> Develop a priority list of technology projects that will improve and streamline District-wide systems and result in a savings</p>	The District has a priority list of technology projects that includes timeline for completion and required resources	Director of Technology				
<p><b>3. Action Step:</b> Use service standards and WECARE scorecard model to improve services and operations</p>	Ratings from users indicate improved services and more efficient systems	Deputy Supt., Bus. Serv.; Asst. Supt., Human Res.				
<p><b>STRATEGY B. Parcel Tax and Bond Revenues:</b>            Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.</p>						
<p><b>1. Action Step:</b> Provide more transparent information on parcel tax revenue and reserves</p>	The parcel tax and bond committees receive regular updates on reserve balance and revenue projections	Deputy Supt., Bus. Services				
<p><b>2. Action Step:</b> Schedule time with parcel tax</p>	Committee members have a greater	Superintendent				

and bond committees to discuss the District priorities to address the achievement gap and how resources can support that effort	understanding of the District's vision and goals for decision making		
<b>STRATEGY C. Partnerships:</b> Maximize public and private resources to support greater student success by strengthening partnerships with the City, the Berkeley Alliance, the Berkeley Public Education Foundation, U.C. Berkeley, and other stakeholders.			
<b>1. Action Step:</b> Identify programs within the BUSD plan to close the achievement gap that require additional resources	There is a financial plan for resourcing the program that require additional resources	Deputy Supt., Bus. Serv.	
<b>2. Action Step:</b> Develop marketing strategies and tools to communicate our initiatives to garner support from West and Berkeley Public Education Foundation	Staff obtains additional resources to implement strategies of the 2020 Vision	Superintendent ; Deputy Supt., Bus. Serv.	

**Rating**

- 4=Fully Implemented
- 3=Substantially Implemented
- 2=Partially Implemented
- 1=Minimally Implemented
- 0 =Not Yet Attempted

## Berkeley Unified School District

### Goals for 2010 – 2013 with Identified Problems and Desired Outcomes

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

- Problem: Too many students are scoring Below Basic and Far Below Basic on the CST in English Language Arts and Math.
  - a. Indicator: CST results in ELA and Math
  - b. Current Status:

2010 CST	ELA BB/FBB Number (percent) of students	Math BB/FBB Number (percent) of students
Grades 2-5	367 (16%)	301 (13%)
Grades 6-8	241 (14%)	324 (19%)
Grades 9-11	610 (28%)	1,146 (56%)
District Total	1,218 (20%)	1,771 (29%)

- c. Desired Outcome: Reduce the percentage of all students scoring Below Basic and Far Below Basic in English Language Arts and Math by at least 3% annually.
- Problem: A number of students are completing third grade without demonstrating grade level proficiency in reading.
  - a. Indicator: Reading Assessment aligned with Fountas-Pinnell scale
  - b. Current Status: This is the first year BUSD is using the assessment recommended by Teachers College and aligned with the Fountas-Pinnell scale which sets a higher standard than the DRA/QRI. The DRA/QRI administered last year indicates that 367 of 521 third graders tested (70%) and 472 of 644 second graders tested (73%) were reading at or above grade level at the end of the school year.
  - c. Desired Outcome: Increase the percentage of third graders demonstrating grade level proficiency to 80% by 2013.
- Problem: Too many students remain classified as English learners for too long during their school career even though the percentage of English learners demonstrating annual progress in reading, writing, speaking and listening meets the state target.
  - a. Indicator: CELDT – growth of one level each academic year
  - b. Current Status: 61.1% of English learners demonstrated annual progress in all four English language arts skills on the CELDT, exceeding the state target of 53.1%.

- c. Desired Outcome: 75% of English learners will demonstrate annual progress on the CELDT to ensure they are redesignated as Fully English Proficient within six years by 2013.
- Problem: Not enough English learners are attaining English proficiency, monitoring both those English learners who have been identified for less than five years, and those who have been in EL programs for five years or more.
  - a. Indicator: Rate of redesignation to Fully English Proficient based on CELDT
  - b. Current Status: 22.2% of English learners identified for less than five years demonstrated English language proficiency last year, exceeding the state target of 17.4%, and 47.7% of English learners identified for five years or more demonstrated English language proficiency, exceeding the state target of 41.3%.
  - c. Desired Outcome: By 2013, 60% of English learners will be redesignated as Fully English Proficient within six years of attending BUSD or another California school, so they will be prepared to pass CAHSEE and complete high school graduation requirements.

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

- Problem: Too many students are suspended from school, and a disproportionate number is African-American.
  - a. Indicator: The number of students suspended from school, disaggregated by ethnicity
  - b. Current Status: The district reported 1,265 suspensions in 2009-10, and 762 or 60% of the students suspended are African-American
  - c. Desired Outcome: Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.
- Problem: There is a disproportionately large number of African-American students who receive Special Education services.
  - a. Indicator: Number of students identified for Special Education, disaggregated by ethnicity
  - b. Current Status: In 2009-10, 564 of the 1,133 students identified for Special Education were African-American. The area of greatest disproportionate representation is in the eligibility category of specific learning disability (SLD); of the 459 students with this as their primary disability, 272 are African-American.
  - c. Desired Outcome: A reduction in the percentage of African-American students identified for special education services and a reduction in the percentage of African-American students who are found eligible as specific learning disabled (SLD).

- Problem: Too many students have five or more days of unexcused absences, even in the elementary schools, a pattern that can lead to dropping out of school before graduation.
  - a. Indicator: Number of students with five or more days of unexcused absence
  - b. Current Status: In 2009-10, 1,112 elementary students, 761 middle school students, and 1,471 BHS students had five or more days of unexcused absence
  - c. Desired Outcome: Reduce the number of students with five or more days of unexcused absence by 10% annually at each level.

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

- Problem: The level of parent satisfaction with the schools is unknown.
  - a. Indicator: Parent Survey
  - b. Current Status: Although all schools conduct parent surveys, the district has not recently administered a district wide survey
  - c. Desired Outcome: Pilot a district parent survey at three schools to develop a baseline and set standards for parent satisfaction.
- Problem: The percentage of parent representatives on the School Governance Councils and School Site Council who are of African, Latino or Asian descent does not mirror our student population although the district has made progress in this area.
  - a. Indicator: SGC and SSC rosters
  - b. Current Status: 32% of the K-12 student population is white, yet 52% of the 147 parents and students currently serving on either an SGC or an SSC, identify themselves as white.
  - c. Desired Outcome: Increase the percentage of parents and students of color serving on an SGC or an SSC so that the representatives on these committees mirror the demographics of our student population.

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

- Problem: There is a need for more teachers and administrators of color in our schools.
  - a. Indicator: Certificated Employees' Ethnicity as reported in CBEDS
  - b. Current Status: The ethnicity for all certificated employees is listed below.

Ethnicity	Number of Employees	Percent of Certificated Employees
African-American	73	9%
Asian-American	62	7%

Latino	63	7%
Multi-ethnic or Other	31	4%
White	457	53%
No Response	170	20%

- c. Desired Outcome: Increase the percentage of certificated employees of color by 3% annually.

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

- Problem: Various departments and/or staff members are not as responsive as desired to the needs of students and their families.
  - a. Indicator: WE CARE Survey
  - b. Current Status: The standards for departments and schools are being developed this spring with the intent to survey our families in the fall
  - c. Desired Outcome: Staff in each department identifies key areas for improvement and quantifies its rate of current effectiveness in order to develop a baseline and identify standards to monitor growth.