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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, May 11, 2011

Call to Order — The Presiding Officer will call the Meeting to Order at 6:30 p.m., recess to Closed Session, and begin regular Board Meeting agenda by 7:30 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. 1011-33-070895
Student Case No. 1011-34-042195
c) Collective Bargaining
d)Public Employee
Discipline/Dismissal/Release/Evaluation/Appointment/Reassignment
e)Liability Claims
f)Property Acquisition & Disposal
g) 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 May 11, 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

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		
		10
1.1-C Approve Resolution No. 11-58 Celebrating Teachers and Support Staff – Week of May 9-14	Board Member Recommendation: Approve Resolution No. 11-58	
Human Resources		
	Staff Recommendation:	**12**
2.1-C Personnel Recommendations	Accept Personnel Report No. 5-11-11	
Educational Services		
3.1-C Approval of Overnight Field Trip	Staff Recommendation: Approve overnight field trip in accordance with District policies and instructional programs	**15**

Business Services

4.1-C Approval of Contracts and Purchase Orders	Staff Recommendation: Authorize the Deputy Superintendent and/or Purchasing Agent to approve contracts and purchase orders	**16**
4.2-C Request Approval to Increase Contracts for Star Academy, Ed Support Services, Maxim Healthcare, and Anova	Staff Recommendation: Approve increases to the contracts with Star Academy, Maxim Healthcare, Ed Support Services and Anova for 2010-2011 School Year	**17**
4.3-C Acceptance of Gifts and Donations	Staff Recommendation: Accept the donations/gifts to the District and request staff to extend letter of appreciation	**19**

Facilities

5.1-C Approval to Award the Contract for Roof Replacement at the Gymnasium and Media Center at King Middle School and the Donahue Gymnasium at Berkeley High School	Staff Recommendation: Approve contract for roof replacement for the gymnasium and media center at King Middle school and the Donahue gymnasium at Berkeley High school	**20**
5.2-C Initiate Negotiations for Project Labor Agreements	Staff Recommendation: Approve the initiation of negotiations for project labor agreements	**22**
5.3-C Approval of the Pre-Qualified Architect Pool for Selection on Projects Which Require a Full Service Architect Firm	Staff Recommendation: Approve the pre-qualified list of architect teams	**24**
5.4-C Approval to consider a zoning exemption for REALM Charter Schools and Resolution to Exempt the REALM Charter Schools Project from certain City of Berkeley Zoning Requirements	Staff Recommendation: Approve Resolution to Exempt the REALM Charter Schools Project from certain City of Berkeley Zoning Requirements	**26**

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

Human Resources:

2.1-A New Position: Coordinator, Special Programs to Support the 2020 Vision	Staff Recommendation: Approve the new position	**30**
2.2-A New Position: Principal, Adult and Career Education	Staff Recommendation: Approve the new position	**34**
2.3-A Resolution to Eliminate or Reduce Certain Classified Positions	Staff Recommendation: Approve resolution to eliminate or reduce certain classified positions-	**37**

Educational Services:

3.1-A Proposal for BSEP Measure A Funds for Professional Development	Staff Recommendation: Approve proposal for BSEP Measure A Funds for Professional Development	**39**
3.2-A Proposal for BSEP Measure A Fund for Technology	Staff Recommendation: Approve proposal for BSEP Measure A Funds for Technology	**47**
3.3-A Proposal for BSEP Measure A Funds for Evaluation and Assessment	Staff Recommendation: Approve proposal for BSEP Measure A Funds for Evaluation and Assessment	**50**
3.4-A Recommendation for the expenditure of BSEP Books and Educational Materials Fund (Fund 6) carryover monies in FY 12	Staff Recommendation: Approve the recommendation for expenditure of BSEP Fund 6 carryover monies	**55**

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

3.1-I Student National Origin Report	Staff Recommendation: Accept Student National Origin report for information	**58**

3.2-I R-30 Language Census	Staff Recommendation: Accept the R-30 Language Census for information	**60**
3.3-I Progress Report on Steps to Eliminate Weapons at Berkeley High School	Staff Recommendation: Accept progress report on steps to eliminate weapons at Berkeley High School for information	**62**
3.4-I Williams Case Settlement Quarterly Report	Staff Recommendation: Accept Williams Case Settlement Quarterly Report for information	**65**
3.5-I 2010 API Rankings	Staff Recommendation: Receive the 2010 API Rankings for information	**66**
3.6-I Proposal by Alameda County Office of Education to Operate a Community School on the Berkeley Adult School Campus	Staff Recommendation: Receive information on proposal by Alameda County Office of Education to operate a Community School on the Berkeley Adult School campus	**68**
8:30 p.m. 3.7-I Report on School Linked Health Services	Staff Recommendation: Receive report for information	**71** **72**
3.8-I Report on the Two Way Immersion Program in the Elementary Schools	Staff Recommendation: Receive the Report on the Two Way Immersion Program in the Elementary Schools for information **(separate cover)**	
Business Services		
4.1-I School Enrollment and Attendance Report Data	Staff Recommendation: Receive reports for information	**74**
Facilities		
5.1-I Update on Division of the State Architect Closeout and Building Survey	Staff Recommendation: Receive update on division of the state architect closeout and building survey	**89**
5.2-I Maintenance Construction Standards	Staff Recommendation: Receive Maintenance Construction Standards	**91**

SUPERINTENDENT AND BOARD MEMBER COMMENTS

ADDITIONAL ACTION ITEM
Approve Minutes of April 27, 2011

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

May 18 - Special May 25 June 8 June 22 June 29 – tentative August 24 September 14*	September 21 October 12 October 26 November 9 November 16* December 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.

District Goals 2010 – 2013

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

A. Pre-K: 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.

B. ELA and Math Instruction: 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.

C. English Language Development: Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English language proficiency level each year.

D. Evaluation and Assessment: Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with the staff, the Board and the community.

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

A. Student Engagement: 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.

B. ULSS / RTI^2: Implement a continuum of academic, behavioral, and/or other intervention strategies through the Universal Learning Support System (ULSS), as ULSS is the district's model of Response to Intervention and Instruction (RtI^2).

C. Positive Behavior Support: 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.

D. Disproportionality: Reduce the disproportionate racial representation of students suspended or expelled and students identified for Special Education services.

E. Educational Options for Secondary School Students: Develop engaging and innovative educational options for secondary students, including career technical education.

F. Extended Learning Opportunities: Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.

G. Transitions: 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.

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

A. Family Engagement Framework: 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.

B. Family Leadership & Advocacy Training: 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.

C. Family Advisory Council: 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.

D. Communication: Engage and inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.

IV. Cultural & Linguistic Relevance:

Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

A. Culture and Climate of District and Schools: 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.

B. Recruit and Retain Teachers and Administrators of Color: Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.

C. Professional Development: Create a culturally and linguistically responsive climate throughout the district through focused professional development.

V. Resources:

Generate and equitably allocate resources for programs and services that enable every student to succeed.

A. Efficient Use of Resources: 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.

B. Parcel Tax and Bond Revenues: Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.

C. Partnerships: 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.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Karen Hemphill, Director, Board of Education
DATE: May 11, 2011
SUBJECT: Teachers and Support Staff Appreciation Week
May 9 – May 13, 2011

BACKGROUND INFORMATION

The week of May 9 through May 13 is a week for districts to express their appreciation to teachers and the support staff. The Board of Education recognizes the dedication and devotion that our staff displays on a daily basis to improve the education and lives of our children and families.

The academic progress of our students can be attributed to the professionalism and expertise of our teachers and support staff. The Board of Education believes that working in education is a great public service and is held in high regard by the community of Berkeley and the members of this Board.

POLICY/CODE

None

FISCAL IMPACT

None

BOARD MEMBER RECOMMENDATION:

Approve Resolution No. 11-58

Berkeley Unified School District
Resolution No. 11-58
Appreciation Week
Celebrating Teachers and Support Staff

WHEREAS, a strong, effective system of free public school education for all children is essential to our democratic system of government; and,

WHEREAS, the United States has historically made considerable progress in the social, technological, and scientific fields due to our system of free and universal public education; and,

WHEREAS, much of this progress can be attributed to the qualified and dedicated teachers and support staff entrusted with the educational development of all children to their full potential; and,

WHEREAS, the teaching profession should be accorded high public esteem, reflecting the value the community places on public education; and,

WHEREAS, the importance and impact of teachers on children is widely acknowledged, and teachers and support staff make a difference in the lives of children every day;

NOW THEREFORE, BE IT FURTHER RESOLVED that it is appropriate that teachers and support staff be recognized for their dedication and commitment.

ADOPTED this 11th day of May, 2011 by the Berkeley Unified Board of Education.

_____

John T. Selawsky, Clerk
Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: May 11, 2011
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT 5.11.11
The following is submitted for review and acceptance.

CERTIFICATED EMPLOYEES

Name	Classification (Temporary, Probationary or Permanent)	Position	FTE	Location	Date (From)	Date (To)
SEPARATIONS						
Rebecca Cheung	Permanent	Director	.70	Evaluation & Assessment	5/31/11	
Jason Lustig	Permanent	Principal	1.0	King	6/30/11	
Jessica Quindel	Permanent	Teacher	1.0	Evaluation & Assessment	6/20/11	
Katherine Roberts	Permanent	Teacher	1.0	Washington	7/29/11	
LEAVES						
Natalia Bernal	Permanent	Teacher	1.0	Le Conte	4/25/11	6/17/11
Jessica Quindel	Permanent	Teacher	1.0	Evaluation & Assessment	4/28/11	6/17/11
Katherine Roberts	Permanent	Teacher	1.0	Washington	1/18/11	6/17/11
RETIREMENT						
Nomalanga Burkley	Temporary	Teacher	N/A	Adult School	3/1/11	
Pamela Ormsby	Permanent	Teacher	1.0	John Muir	6/17/11	
NEW HIRES						
Sotiria Kollias	Temporary	Teacher	1.0	Washington	1/18/11	6/17/11
Kerry McKee	Temporary	Teacher	1.0	Washington	1/18/11	6/17/11
Nicole Reif	Temporary	Teacher	1.0	Franklin Preschool	1/24/11	6/17/11
Deborah Garcia-De Angelo	Probationary	Director	.40	Evaluation & Assessment	4/20/11	6/30/11
	Probationary	Director	1.0	Evaluation & Assessment	07/01/11	

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
LEAVES						
Sana Amanullah	Permanent	Buyer	1.0	Purchasing	5/24/11	6/17/11
Marva Anderson	Permanent	Instructional Assistant (Special Ed.)	.80	Jefferson	4/1/11	4/29/11
Adelia Butler	Permanent	Instructional Assistant (Special Ed.) Instructional Tech.	.93	Thousand Oaks/Washington	4/1/11	4/29/11
Marie Gilder	Permanent	Instructional Tech.	.63	Cragmont	4/11/11	9/30/11
Karon Harris-Younger	Permanent	Instructional Assistant (Special Ed.)	.80	Arts Magnet	4/19/11	4/29/11
Carolyn Henderson	Permanent	Snack Bar Operator	.93	Longfellow	3/23/11	5/16/11
Flora Keilch	Permanent	EDP Coordinator	.90	Thousand Oaks	4/1/11	6/24/11
Wanda McAfee	Permanent	Sr. Food Service Assistant	1.0	Berkeley High	4/1/11	4/30/11
Colette Rowe	Probationary	Instructional Specialist (Garden)	.60	Washington	5/2/11	5/27/11
SEPARATIONS						
Danielle Ganes	Permanent	Instructional Assistant (SHC)	.80	King	4/20/11	
DECEASED						
Beatrice Burton	Permanent	Food Service Assistant	.40	Oxford	4/18/11	

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
RETIREMENT						
Byron Asberry	Permanent	Custodian I	1.0	Rosa Parks	4/8/11	
NEW HIRES OR REHIRES						
K. Tiana Alnas-Benson	Limited Term	Secretary	1.0	King CDC	4/18/11	6/30/11
Deirdre Birtchet	Probationary	Instructional Assistant (ECE)	.40	Rosa Parks	4/11/11	
Inti Fernandez	Probationary	Instructional Media Tech.	1.0	Berkeley High	4/11/11	
John Grigsby	Provisional	Instructional Assistant (Spec. Ed. Att.)	.80	Berkeley High	4/19/11	6/17/11
Melissa Hong	Limited Term Project	Micro Computer Tech	1.0	Technology	4/25/11	5/9/11
Tara Jones	Limited Term Project	Clerical Specialist	1.0	Personnel Commission	4/11/11	5/13/11
Lisa Morris	Provisional	Instructional Assistant (ECE)	.40	Franklin	4/11/11	6/30/11
Grace Perry	Probationary	Instructional Assistant (ECE)	.40	Malcolm X	4/1/11	
Sarah Scaaf	Provisional	Instructional Assistant (Special Ed. Att.)	.80	King	4/21/11	6/17/11
Dora Siu	Probationary	Senior Budget Analyst	1.0	Business Services	4/18/11	
Johnny Shoemaker	Limited Term	Instructional Assistant (Special Ed. Att.)	.80	Rosa Parks	4/11/11	6/17/11
Jeffrey Snow	Probationary	Maintenance Engineer	1.0	Maintenance	4/18/11	
Keith Summers	Probationary	Food Service Assistant	.40	Thousand Oaks	4/18/11	
Deanna Woods	Probationary	School Secretary I	1.0	Jefferson	4/11/11	
NEW ASSIGNMENT						
Francisco Martinez	Permanent	Student Assignment Project Manager	1.0	Student Welfare	3/1/11	

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: Overnight Field Trip Request

BACKGROUND INFORMATION
The following overnight field trip request is being made:

University of California, Santa Cruz, CA, May 19 - 20, 2011
Approve participation of thirty-five (35) eleventh-grade C.A.S. students, and four (4) teachers from Berkeley High School on a two-day, one-night field trip to the University of California, Santa Cruz, CA. The group will depart B.H.S. at 9:00 a.m. on Thursday, May 19, and return at 3:30 p.m. on Friday, May 20, 2011. C.A.S. Students will be on a two-day writing retreat to prepare their personal statements for the college application process and visit the U.C.S.C. campus. BUSD will provide transportation. Students will sleep in gender specific dormitories on the U.C. campus. Cost for the trip is being paid from Development Grant funds and parent donations. Substitutes will be paid from California Partnership Grant funds. No student will be denied access based on ability to pay. Requested by Pasquale Scuderi, BHS Principal.

POLICY/CODE
Education Code, Section 35330
Board Policy 6153

FISCAL IMPACT
As indicated above.

STAFF RECOMMENDATION
Approve the overnight field trip consistent with the District Policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May 11, 2011
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. Playworks to provide a recess, class game time, junior coach and out of school play and physical activity program at John Muir ES. The cost will not exceed $15,000. To be paid from PTA Donations. Requested by Javier Mendieta.

2. Sarah Blackstone to provide specialized speech and language consultation for students whose IEP requires augmentative communication services. The cost will not exceed $10,800. To be paid from the General Fund Special Education Budget. Requested by Kay Altizer.

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: Neil Smith, Assistant Superintendent, Education Services
A. Kay Altizer, Executive Director, Special Education Services
DATE: May 11, 2011
SUBJECT: Request Approval to Increase Contracts for Star Academy, Ed Support Services, Maxim Healthcare, and Anova

BACKGROUND INFORMATION
The mandate for Special Education is to provide supports and service to assist students in accessing their education.

Star Academy Nonpublic School
Staff is requesting additional funding of $9,780 to cover student's transportation expenses at the nonpublic school (NPS) from February 16, 2011 to June 30, 2011. The cost of the transporting the student using nonpublic school transportation services is less expensive than providing it through our District. The Board approved the contract for tuition for Star Academy on September 22, 2010 in the amount of $83,998. The new total for Star Academy is $93,778.

Ed Support Services-Nonpublic Agency
This agency provides intensive behavioral assessment and behavioral planning services. Based on the findings of a functional behavioral assessment referenced in the March 23, 2011 board agenda item, the IEP team determined that the student needs an additional thirty (30) hours of behavior support services through June 30, 2011.

Staff requests additional $3,300 to cover this service. The Board initially approved a contract with Ed Support Services on September 15, 2011 in the amount of $32,340 and an additional amount of $28,100 on March 23, 2011. The new total for Ed Support Services is $63,740.

Maxim Healthcare-Nonpublic Agency
Staff is requesting funding in the amount of $3,340 for scoliosis screening for all 7th grade girls and 8th grade boys. This is a general education expense. While the Maxim Healthcare master contract was approved by the Board to pay for special education nonpublic agency services in the amount of $106,000, the additional $3,340 for scoliosis screening is to be funded by the General Fund. The new total for Maxim Healthcare is $109,340.

Anova Nonpublic Agency
Anova provide short or long-term behavioral intervention services for students that have severe behavioral challenges associated with their conditions such as autism and emotional disturbance. They require implementation of a detailed behavior support or intervention plan developed by the IEP team to increase positive and compliant behavior in the educational setting. Without specialized

support students may not be able to remain in a less restrictive educational placement.

The Board approved the Anova master agreement on September 9, 2010 for $165,000. On February 9, 2011, the Board approved an increase of $192,000 for the students currently served by Anova from January 6, 2011 through June 30, 2011.

Staff requests an additional amount of $41,000 for three new students qualified to receive the specialized services under their recent IEPs. The new total for Anova NPA is $398,000.

POLICY/CODE
Education Code 49423.5

FISCAL IMPACT
An increase of $54,080 combined for Star Academy, Ed Support Services, and Anova will be funded by the Special Education Budget and $3,340 for Maxim Healthcare will be funded by the General Fund.

STAFF RECOMMENDATION
Approve increases to the contracts with Star Academy, Maxim Healthcare, Ed Support Services and Anova for 2010-2011 School Year.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May 11, 2011
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. Pacific Gas and Electric Corporation Foundation donated $300 through their gift matching program to be utilized as needed for Rosa Parks Elementary School.

2. Thousand Oaks PTA donated $800 to pay for the We Rock Intervention program and $3,300 to pay for additional teacher hours to provide academic intervention services to students during the school day for a total donation of $ 4,100 for Thousand Oaks Elementary School.

3. AIM Language Learning Inc. donated $401.43 to pay for three day substitute coverage to enable a teacher to attend a conference for King Middle School.

BOARD POLICY
BP 3290

FISCAL IMPACT
The District received a total of $4,801.43 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: May 11, 2011
SUBJECT: Approve a Contract With Petersen Dean to Roof Three Buildings

BACKGROUND INFORMATION
The Board approved a project to roof King Media, King Gymnasium and Donahue Gymnasium on September 22, 2010. The Board approved advertisement on March 9, 2011. On April 26, 2011, ten bids were received.

Staff is recommending the award of the bid the low bidder. The low bid is approximately $15,000 below the budget.

POLICY/CODE
Public Contract Code 20110 – 20118.

FISCAL IMPACT
Cost to be paid from Measure AA Funds.

STAFF RECOMMENDATION
Approve Petersen Dean to replace three roofs in the amount of $438,900.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION No. 11-54

Authorization to Award Contract for Roof Replacement at Multiple SitesProject 833.1101

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Roof Replacement at Multiple Sites Project 833.1101. Bids were opened on April 26, 2011 at 2:00pm, and the following 10 bids were received:

CONTRACTOR	BASE BID	Unit #1	Unit #2	Unit #3	Unit #4
Petersen Dean Commercial, Inc. Newark	438,900.00	700.00	700.00	1,600.00	200.00
State Roofing Systems, Inc. San Leandro	461,732.00	2.50	2.00	600.00	7.00
Pioneer Contractors, Inc. San Francisco	476,000.00	3.60	6.00	800.00	30.00
Reinhardt Roofing, Inc. Newark	531,356.00	7.50	8.50	500.00	8.00
Western Roofing Svc. San Leandro	555,420.00	6.00	7.00	250.00	20.00
Enterprise Roofing Svc., Inc. Concord	562,110.00	800.00	825.00	4,400.00	150.00
Andy's Roofing Co. Inc. Milpitas	593,793.00	572.00	685.00	3,450.00	443.00
Best Contracting Services, Inc. Hayward	629,344.00	4.25	8.50	1,500.00	15.00
Progressive Roofing Manteca	699,494.00	700.00	1,000.00	1,000.00	15.00
Fine Line Construction San Francisco	1,150,000.00	2,056.00	2,531.00	1,848.00	600.00

WHEREAS, Petersen Dean Commercial is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 833.1101 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid ofPetersen Dean Commercial, for the Base Bid in the amount of $438,900 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 11th day of May 2011.

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: May 11, 2011
SUBJECT: Direct Staff to Initiate Discussions with the Building Trades Council to Consider a Project labor Agreement (PLA)

BACKGROUND INFORMATION
On April 27, 2011, the Board indicated that there was an interest in proceeding with negotiating a project labor agreement. Based on that discussion, staff is bringing this item forward to have the Board vote on this step.

Project labor agreements (PLAs) or project stabilization agreements are agreements between the building trades and a school district intended to foster harmony on construction projects. These agreements are negotiated between the Building and Construction Trades Council and the District. Any discussion of draft terms must be held in an open Board session unless there is the threat of litigation.

PLAs generally include a number of points for consideration. Briefly summarized:

1. Districts are often successful in including career opportunities for their current or graduating students;
2. The construction value is often used as a threshold for projects governed under such an agreement. The agreement can list a dollar amount, which could inflate over time, or could list specific projects covered. There is often a balancing of the interests of small local contractors with the advantages of utilizing the PLA in defining the threshold;
3. Local hiring goals are generally included in a PLA;
4. Districts are usually required to submit all disputes arising out of the PLA to binding arbitration. Districts have some administrative costs; however, recently districts have been able to severely restrict their responsibilities in that regard with respect to jurisdictional disputes between the trades;
5. PLAs often include penalties if a contractor does not contribute to the local fringe benefit trust fund. These penalties could lead to a job action which could delay project completion. Ensuring that this would not harm the school district will require changes to the District's General Conditions;
6. PLAs define which types of employees are covered and which types are not covered. Generally, professional employees are not covered. The line is not always clear and will require discussion between the parties;
7. Considerable time in negotiating PLAs is often spent on the subject of "core" employees. Core employees are those employees that the contractor can

bring with him to a new job before being required to go to the hiring hall for additional referrals;

8. While signatory unions and employees agree not to interfere with work or engage in any other activity disruptive to work. While PLAs encourage the hiring of local union workers, they discourage competition from qualified non-union workers who might be residents.
9. While PLAs usually allow a contractor to hire non-union workers if the union does not refer the required number of qualified workers within 48 hours of the request, there is commonly nothing to prevent the union from bringing in workers from outside of the area and hiring them through the local union hall;
10. Some individuals and organizations have expressed concern that competition is restricted by a PLA. It is unclear whether utilizing a PLA affects the price of construction bids. If it has an effect, staff will recommend that budgets be adjusted; and,
11. The cost for employee benefits may be higher in a union shop (prevailing wage, not benefits are required on public works projects). However, as in item eleven, this may have limited or no importance in the Bay Area.

POLICY/CODE
Board direction. No specific Education Code section.

FISCAL IMPACT
To be determined. There will be legal costs associated with determining terms.

STAFF RECOMMENDATION
Initiate negotiations with the building trades to create a Project Labor Agreement (PLA).

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 11, 2011
SUBJECT: Approve the Pre-Qualified Architect Pool for Selection on Projects Which Require a Full Service Architect Firm

BACKGROUND INFORMATION
Most of the construction projects in Measures AA and I require a full service architect team. Occasionally, Measures BB and H require full service firms. The District determined that rather than hold open competition for each individual project, it was more efficient and a better practice to create a pre-qualified pool of architects to provide design services. In the past, the District has approved two architect pools. The first pool was approved on March 15, 1995 and the second was approved on July 2, 2003.

With the passage of Measure I, it is an ideal time to modify or refresh the list of pre-approved architects. On March 1st, a Request for Qualification (RFQ) was written and sent to interested firms. Proposals were due on March 24, 2011. Twenty-nine proposals were received. Staff screened the proposals and determined that nine firms should be interviewed. On April 20th, those firms were interviewed. The interview team included the Superintendent, the Principal of LeConte, the Director of Facilities, the Maintenance Manager and one representative each from the Construction and Maintenance Committees. The group narrowed the architect pool to five teams. The Board is being asked to approve the five teams. The five teams are:

1. Baker Vilar Architects;
2. Beverly Prior Architects (now merged with HMC Architects);
3. HKIT Architects;
4. HY Architects; and,
5. WLC Architects.

The five teams represent a variety of strengths the District will need as we initiate new projects. Based on the recently approved schedule, architects are needed for several critical projects. If the pool is approved, staff intends to bring recommendations for architects for these early projects before the summer break.

POLICY/CODE
Board Policy 3310.

FISCAL IMPACT
No cost to approving the pool.

STAFF RECOMMENDATION
Approve the pre-qualified list of architect teams.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 11, 2011
SUBJECT: Approval of a Resolution to Exempt the Realm Charter School Project from City Zoning Ordinances

BACKGROUND INFORMATION
On April 27, 2011, the School Board approved a final facilities offer for the two Realm charter schools. Realm intends to occupy commercial space next year and likely into the future. The District has the authority to petition to exempt district functions, including authorized charters located in commercial space, from City zoning ordinances. Without an exemption, the Realm project in the commercial space is subject to those ordinances.

Government Code Section 53094 authorizes a District, by a vote of two-thirds of its members, to render City zoning ordinances inapplicable when the District's use is for educational facilities. Government Code Section 53097.3 extends this authority to exempt facilities occupied by charter schools, as long as the facilities are located within District boundaries. The District cannot exempt the charter from construction permits – the charter still needs to apply to the City for that approval.

The charter has requested that the Board exercise its authority to be exempted from the zoning regulations. If approved, the charter would not need to apply for a use permit and would not be subject to design review. The use permit allows the charter to use the space as a charter school. The design review approval is largely irrelevant, as no changes are being made to the building, with the exception of paint and signage.

The charter plans to make minor alterations to the existing facilities and does not plan to add any square footage to the building.

In recognition of the request for exemption, the charter is following the basic guidelines one would expect in a project of this size. They plan to accomplish the following:

1. Sending out 400 leaflets over a five block area to inform the community about the project;
2. Posting a contact number and email so interested community members can find out more information;
3. Holding a community meeting at the building on May 10th at 6:30 PM. Darryl Moore, City Council Member, has agreed to be present at this meeting;

4. Beginning on May 10th and for subsequent Tuesdays thereafter REALM staff will be available at the site from 5PM – 7PM to answer any questions;
5. Completing a traffic study. This study should be completed in the middle of May; and,
6. The charter has secured some parking (9 slots) and is working on securing additional parking (up to ten more slots).

The school intends to provide some longer term commitments to the community as well, including hiring a safety officer to be present at the site and surrounding neighborhood, before, during and after school, and will publish the officer's cell number so the community can get responses to any issues that arise. They also intend to have a full-time volunteer coordinator to organize parents to assist as needed. The school will not be an open campus, which will minimize coming and going. The school will not have bells for change of periods or loudspeakers, which minimizes concern about noise pollution.

It is staff's opinion that the Realm charter school project can be exempted from applicable City zoning ordinances if that is the desire of the Board. Approval of the attached resolution will inform the City of BUSD's determination on this matter.

POLICY/CODE

Government Code 53094 and 53097.3 and Education Code 17280.

FISCAL IMPACT

The project is funded by the charter. There are minor BUSD administrative expenses.

STAFF RECOMMENDATION

Approve the attached resolution.

RESOLUTION NUMBER 11-55

RESOLUTION OF THE GOVERNING BOARD OF THE BERKELEY UNIFIED SCHOOL DISTRICT OVERRULING ZONING ORDINANCES OF THE CITY OF BERKELEY APPLICABLE TO THE CHARTER SCHOOL PROJECT LOCATED AT 2023 EIGHTH STREET.

WHEREAS, Berkeley Unified School District ("District") proposes to modernize its West Campus facilities ("Project"), located at 2023 Eighth Street ("School Site");

WHEREAS, the School Site is located within the boundaries of the City of Berkeley ("City");

WHEREAS, Government Code Section 53094 authorizes the District, by a vote of two-thirds of its members, to render City zoning ordinances inapplicable to the Project and the School Site when the District's use is for educational facilities;

WHEREAS, Government Code Section 53097.3 extends this authority to exempt facilities occupied by charter schools, as long as the facilities are located within District boundaries;

WHEREAS, the purpose of the Project is for educational facilities as defined in Government Code Section 53094 and 53097.3 and is subject to the construction permitting process by the City of Berkeley;

WHEREAS, the District has balanced the interests of the public, including those of the District and those of the City, and determined that the interests of the public are best served by exempting the project from applicable City zoning ordinances;

WHEREAS, the charter is applying for a use permit to house a school which will include minor alterations to an existing facility and will not add square footage to the building, staff is authorized to make the appropriate findings and posting as required under the California Environmental Quality Act (CEQA);

NOW THEREFORE, THE GOVERNING BOARD OF THE BERKELEY UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That all the above recitals are correct.

Section 2. That Berkeley Unified School District hereby renders inapplicable any zoning ordinances of the City including, without limitation, the City's General Plan, which would otherwise be applicable to the Project or the School Site.

Section 3. That the Superintendent of Berkeley Unified School District, or his designee, is further directed to give written notice to the City as required by Government Code Section 53094 within ten (10) days of this action.

This Resolution was adopted by the Berkeley School Board on May 11, 2011 by the following vote:

Ayes:

Noes:

Absent:

_____

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: New Position: Coordinator of 2020 Vision Projects

BACKGROUND INFORMATION
In 2008 the Berkeley Unified School District, the City of Berkeley, and University entered into a partnership to eliminate the racial disproportionality in student achievement by the year 2020. This effort is known as the *2020 Vision*.

During the past three years the District has worked closely with our partners to develop systems changes that would eliminate the achievement gap. Currently three teams are working on three priorities that are critical to achieving the *2020 Vision*: kindergarten readiness, proficient literacy skills by the completion of third grade, and school attendance. The initiatives to address these priorities have been coordinated by the City's *2020 Vision* coordinator, Tanya Moore, and the Berkeley Alliance. Although many BUSD staff members have responsibility for various initiatives that support the *2020 Vision*, the District does not currently have an identified position to engage staff, oversee specific initiatives, monitor implementation, and communicate about the efforts associated with the *2020 Vision*.

As the District is making progress in the work to achieve the *2020 Vision*, the communication and the coordination have become more critical to ensure true systems changes. Staff recognizes the need to identify a single position focused on this work and is proposing a Coordinator of *2020 Vision* Projects. The complete job description is attached.

There will be no increase in staffing as this position will replace the current position of Coordinator of Professional Development. While professional development will be one responsibility of this Coordinator, the new job description allows for a greater scope of responsibilities that are more in line with the District's current goals.

This position will be funded completely from State and Federal categorical funds (Title I, Title II, and Title III) and BSEP Professional Development funds, so there will be no impact to the General Fund.

POLICY/CODE
Education Code 35020

FISCAL IMPACT
There is no overall impact as the new position is replacing a current position.

STAFF RECOMMENDATION
Approve the new position: Coordinator of 2020 Vision Projects.

BERKELEY UNIFIED SCHOOL DISTRICT

Human Resources Department

CLASSIFICATION AND POSITION DESCRIPTION

TITLE:	**Coordinator, Special Projects to Support the 2020 Vision**	**REPORTS TO:**	**Assigned Supervisor**
DEPARTMENT:	**Educational Services**	**CLASSIFICATION:**	**Certificated Administrator**
FSLA:	**Exempt**	**WORK YEAR/HOURS**	**198 days per fiscal year 8 hours per day**
APPROVED: Board Commission	**05/11/11 (Not applicable)**	**SALARY GRADE:**	**UBA Range 14**

BASIC FUNCTION: Under general supervision, serve as the coordinator for special projects that support the Berkeley Unified School District's *2020 Vision* including, but not limited to: specialized curricular and support programs identified as *2020* priorities, professional development, extended learning programs, and other categorically-funded programs.

REPRESENTATIVE DUTIES: Incumbents may perform any combination of the essential functions listed below. This description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to reflect accurately the principal job elements.

Essential Functions

- Support the implementation of various programs designed to help the District achieve the *2020 Vision* goals
- Coordinate specific district-wide and school-site interventions intended to close the achievement gap
- Facilitate and assist special project groups to develop and design activities, training programs, and publications related to the District's Goals
- Guide staff in the allocation of categorical funding to implement *2020 Vision* priorities while ensuring compliance with related federal and state regulations
- Organize district-wide professional development activities in conjunction with District coaches to deepen content knowledge, expand repertoire of teaching strategies and improve cultural competence
- Lead workshops for new teachers participating in Beginning Teacher Support and Assessment (BTSA) and their mentors
- Collaborate with staff in Berkeley Evaluation and Assessment to evaluate progress in achieving *2020 Vision* goals in prioritized areas, including kindergarten readiness, reading proficiency, and school attendance
- Work with site administrators, coaches, teachers and other staff to communicate the *2020 Vision* plan
- Collaborate with staff from the City of Berkeley, UC Berkeley, the Berkeley Alliance and other organizations to ensure coordination of efforts to achieve common goals
- Maintain professional knowledge of current trends and research in focus areas and employ this knowledge through curriculum design and staff development opportunities
- Ensure compliance with program mandates and prepare related reports
- Provide technical expertise, information and assistance to District staff regarding assigned functions
- Participate in the formulation and development of policies, procedures and programs as requested
- Engage District community to ensure high-quality education and services
- Supervise, coach and evaluate staff as assigned
- Attend District, community, and *2020 Vision* meetings
- Perform other related duties as assigned

MINIMUM QUALIFICATIONS:

Training, Education and/or Experience:

- Any combination of education, training and/or experience equivalent to a master's degree in educational leadership
- Experience working in an urban, multicultural California public school system is highly desired

Licenses and Other Requirements:

- Employment eligibility that may include fingerprints, tuberculosis and/or other employment clearance
- Valid California Driver's License and vehicle insurance
- Valid California Teaching and Administrative Services Credentials

Knowledge of:

- The *2020 Vision* Plan
- State and Federal categorical program requirements
- Research-based and curricular programs and State curricular frameworks and content standards including Common Core Standards
- Effective staff development/training practices and instructional policies/practices
- Principles and practices of adult learning theories, group-process facilitation, conflict resolution, and public outreach
- Principles and practices of effective supervision

Ability to:

- Communicate effectively both orally and in writing
- Understand interpret, apply and articulate regulations and polices related to workscope
- Coordinate activities with multiple and diverse stakeholders and facilitate productive partnerships and networks
- Develop measurable goals and objectives, set priorities and evaluate progress toward achievement
- Analyze difficult and complex issues, identify logical solutions and appropriate course of action based on objective data
- Take initiative, prioritize and complete multiple and competing tasks timely
- Create systems of accountability and recordkeeping, including budget oversight and management
- Collect, synthesize and present clear and accurate data/reports
- Maintain accurate and orderly records with required confidentiality
- Demonstrate highly-developed organizational skills
- Exercise tact and diplomacy in dealing with sensitive and complex issues/situations
- Work cooperatively and effectively with individuals and groups
- Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment

WORKING CONDITIONS:

Environment:

Office environment, constant interruptions, travel to various locations to conduct District business, evening and weekend work as directed/required

Physical and Mental Demands:

Consistent mental alertness; hearing and speaking to exchange information in person or on the telephone; seeing to use a computer, read and file a variety of documents; reaching overhead, above the shoulders or horizontally

or bending at the waist to retrieve or store records or files; dexterity of hands and fingers to operate standard office equipment; lifting moderate-weight objects

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: May 11, 2011
SUBJECT: New Position: Principal, Adult and Career Education

BACKGROUND INFORMATION
In the fall of 2010-11, the Superintendent convened a group of administrators to explore and identify additional options for secondary school students in Berkeley. This task force, titled the Secondary Redesign Committee, focused primarily on researching Career Technology Education (CTE) offerings and other strategies to enable more students to graduate from high school. The Committee included the Director of Student Services, the Principal of Berkeley Adult School, a Vice-Principal from Berkeley High School, and a Teacher on Special Assignment from B-Tech.

The Committee studied current options, met with students, teachers and staff and visited exemplary programs in Northern California. The Committee then prepared a draft action plan to improve the CTE offerings for all students and credit recovery and graduation options for those who are credit deficient.

A primary recommendation in the action plan was to designate a District CTE administrator in charge of supervision of all career technical education including Carl Perkins and ROP programs. Due to the recent reductions to the Adult Education Program, it is feasible to designate these duties to one administrator who will coordinate both Adult Education and the Career Technology Education Programs.

POLICY/CODE
Education Code 35020

FISCAL IMPACT
There is no fiscal impact as the new position is replacing a current position.

STAFF RECOMMENDATION
Approve the new position: Principal, Adult and Career Education.

BERKELEY UNIFIED SCHOOL DISTRICT

Human Resources Department

CLASSIFICATION AND POSITION DESCRIPTION

TITLE:	**Principal, Adult and Career Education**	**REPORTS TO:**	**Assigned Supervisor**
DEPARTMENT:	**Educational Services**	**CLASSIFICATION:**	**Certificated Management**
FSLA:	**Exempt**	**WORK YEAR/HOURS**	**217 days per fiscal year 8 hours per day**
APPROVED: Board Commission	**05/11/11 (Not applicable)**	**SALARY GRADE:**	**UBA Range 59**

BASIC FUNCTION: Under direction of an assigned supervisor, plan, organize and direct the activities and operations of the Adult School and Career Technical Education Programs; coordinate and manage local business partnerships, Adult Education and Career Education Advisory Committees and other related programs; train and supervise the performance of assigned personnel; and maintain high-quality vocational education and training programs for students and adults.

REPRESENTATIVE DUTIES: Incumbents may perform any combination of the essential functions listed below. This description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to reflect accurately the principal job elements.

Essential Functions

- Develop, manage and evaluate the District's Adult Education and Career Technical Education Program for grades 6-Adult
- Provide leadership to the Vice-Principal of the Adult School and to the Career Technical Education 6th-Adult staff to determinate objectives and identify the career needs as the basis for developing short and long-range plans
- Make appraisal of student progress, analyze data, disseminates information, consult with all interested parties, and facilitate strategies for improvement
- Maintain professional knowledge of current trends and research in “school-to-career;” employ this knowledge through curriculum design and staff development opportunities; and ensure compliance with grant or privately-funded program rules, regulations and policies
- Prepare and submit grant proposals to increase program revenue
- Prepare and submit state and federal reports to ensure compliance with program mandates
- Provide technical expertise, information and assistance to the Adult and Secondary Education staff regarding assigned functions
- Participate in the formulation and development of policies, procedures and programs as requested
- Communicate with administrators, personnel and outside organizations to coordinate activities, resolve issues and conflicts and exchange information
- Engage school district community to ensure high-quality education and services
- Serve as District representative for community seminars locally; and coordinate and participate in awards, events and meetings
- Supervise, coach and evaluate staff as assigned
- Perform other related duties as assigned

MINIMUM QUALIFICATIONS:

Training, Education and/or Experience:

- Any combination of education, training and/or experience equivalent to a master's degree in educational leadership
- Experience working in an urban, multicultural California public school system is highly desired

Licenses and Other Requirements:

- Employment eligibility that may include fingerprints, tuberculosis and/or other employment clearance
- Valid California Driver's License and vehicle insurance
- Valid California Teaching and Administrative Services Credentials

Knowledge of:

- Federal, state, local and District laws, regulations, policies and practices related to workscope
- Federal, state and local regulations and best practices specific to Adult Education, Career/Technical Education and Regional Occupation Programs (ROP)
- Principles and practices of adult learning theories, group-process facilitation, conflict resolution, and public outreach
- Principles and practices of effective coaching and supervision
- Educational systems, including higher educational institutions programs and classified and certificated career pathways
- Continuous improvement process

Ability to:

- Understand interpret, apply and articulate regulations and polices related to workscope
- Coordinate activities with multiple and diverse stakeholders and facilitate productive partnerships and networks
- Develop, manage and evaluate complex operations
- Analyze difficult and complex issues, identify logical solutions and appropriate course of action based on objective data
- Take initiative, prioritize and complete multiple and competing tasks timely
- Be a positive change agent
- Collect, synthesize and present clear, accurate and timely data/reports
- Maintain accurate and orderly records with required confidentiality
- Exercise tact and diplomacy in dealing with sensitive and complex issues/situations
- Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment

WORKING CONDITIONS:

Environment:

Office environment, constant interruptions, travel to conduct District business, evening and weekend work as directed/required

Physical and Mental Demands:

Consistent mental alertness; hearing and speaking to exchange information in person or on the telephone; seeing to use a computer, read and file a variety of documents; reaching overhead, above the shoulders or horizontally or bending at the waist to retrieve or store records or files; dexterity of hands and fingers to operate standard office equipment; lifting moderate-weight objects

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Delia Ruiz, Assistant Superintendent – Human Resources
DATE: May 11, 2011
SUBJECT: Reduction or Elimination of Specified Classified Positions

BACKGROUND INFORMATION
Education Code Section 45117 states that classified employees may be laid off due to lack of funds or lack of work. Due to reductions in revenues in general, categorical and restricted funds and the tenuous and precarious nature of school district financing and State funding, a number of classified positions in the District will be reduced in hours or potentially eliminated because of funding. The uncertainty of state funding requires the reduction or elimination of positions listed in Resolution 11-51. We regret the hardship this notification process places on employees as a result of the layoff to be effective at the close of business June 30, 2011.

For the Instructional Assistant, Special Education (Specialized Health Care) classification, there is a lack of work in this classification. The incumbents who are laid off from this classification will be offered positions in Instructional Assistant, Special Education (Attendant) or Instructional Assistant, Special Education.

In light of Education Code requirements, it is necessary for the Governing Board to set forth and act on these reductions or eliminations of classified positions so that each employee affected can be timely notified as prescribed by law and the collective bargaining agreement.

POLICY/CODE
Education Code Sections 45101, 45114, 45115, 45117, 45298 and 45308

FISCAL IMPACT
Reduction in employee costs

STAFF RECOMMENDATION
Approve Resolution.

BOARD OF EDUCATION OF THE
BERKELEY UNIFIED SCHOOL DISTRICT
COUNTY OF ALAMEDA, STATE OF CALIFORNIA

In the Matter of the Reduction or Elimination of Positions in the Classified Service	)))))	RESOLUTION NO. **11-51** RESOLUTION TO LAY OFF CLASSIFIED EMPLOYEES

WHEREAS, due to lack of work and/or lack of funds in the Berkeley Unified School District, the Board of Education hereby finds it necessary and in the best interest of the District to reduce or eliminate the full-time equivalent (FTE) of the classified services as specified below:

POSITION	SITE	FTE
**Instructional Assistant, Special Education (Specialized Health Care)	Various	27.4
Student Assignment Project Manager	Student Welfare	1.0

Add 27.4 FTE of Instructional Assistant, Special Education (Attendant)

NOW, THEREFORE, BE IT RESOLVED that as of the close of business **June 30, 2011,** the classified positions set forth above shall be discontinued to the extent herein above set forth.

BE IT FURTHER RESOLVED that the Superintendent or his designee is authorized and directed to give notices of lay-off to all affected employees not later than 45 days prior to the effective date of the lay-off as set forth above.

The foregoing Resolution was **passed and adopted** at a meeting of the Board of Education on **May 11, 2011** by the following vote:

AYES:
NOES:
ABSTENTIONS:
ABSENT:

_____
Clerk, Board of Education
BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: Recommendation for Expenditures in 2011-12 from the Professional Development portion of *BSEP/Measure A of 2006*

BACKGROUND INFORMATION:
Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

> *Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:*
>
> - ***providing professional development for the District's teachers and staff,***
> - *assessing the effectiveness of the District's educational programs for improving student achievement, and*
> - *providing and maintaining computers and technology in schools.*

PROFESSIONAL DEVELOPMENT

In Winter 2006, the Professional Development Task Force, a group of more than twenty teachers and administrators representing pre-K to 12th grade, examined professional development in the district and identified the following strategic directions and targeted content for professional development which continue to guide the district.

Strategic Directions:
- Build a collaborative Professional Development Structure that is guided by District vision and goals and implemented at the site level.
- Expand knowledge and use of a wide range of approaches to teaching that lead to high achievement and equitable outcomes for all students.
- Expand knowledge of subject matter expertise in priority areas.

Targeted Content District-Wide:
- Expository Writing and Literacy Skills
- Numeracy and Algebra Readiness and Success
- Universal Learning Support Systems for Students (ULSS)
- Cultural Competence: Supporting a Diverse Staff and Student Population

- Effective Use of Assessment Data to Improve Instruction
- Beginning Teacher Support and Assessment/Peer Assistance and Review – BTSA/PAR.

The priorities for professional development identified above are funded through a variety of funding sources, including categorical funds such as Title I and Title II, as well as BSEP/Measure A. However, many proposed staff positions focused on professional development are at least partially funded from BSEP/Measure A. It should be noted that there are other professional development efforts that are either site-driven or completely funded from other sources, and these are not discussed in this document.

The following recommendation for the expenditure of the BSEP/Measure A funds for Professional Development in FY 2011-12 was discussed by the BSEP Planning and Oversight Committee on March 22nd and approved by the Committee at its April 26th meeting.

The positions and initiatives proposed to be funded by BSEP/Measure A are:

Professional Development – Continuing Programs	**Cost**
Literacy Lead Coach .40 FTE total	**$ 43,200**
Elementary Literacy Coaches 2.75 FTE (.25 FTE x 11 schools)	**271,800**
Middle School Literacy Coach .40 FTE total	**37,200**
Math Coach .85 FTE (out of 1.0 FTE)	**74,000**
BHS Teacher Leaders - Staff Development 1.0 FTE (5 x 2 FTE)	**89,000**
TSA for Improving Instruction Using Data .80 FTE total	**73,000**
Instructional Technology TSA .35 FTE (out of 1.0 FTE)	**34,000**
Supervisor of Culturally Responsive Teaching & Systems .55 FTE (out of 1.0 FTE)	**48,000**
Teacher Initiated Professional Development (TIP)	**50,000**
Professional Development – New Programs	
Coordinator to Support *2020 Vision* Initiatives .2 FTE (out of 1.0 FTE)	**20,000**
Coaches to Support K-12 English Learners .6 FTE (out of 1.5 FTE)	**58,800**
Support for ULSS/RtI .3 FTE (out of 1.0 FTE)	**29,400**
TOTAL	**$ 828,400**

Continuing Professional Development Programs

Literacy Lead Coach - .40 FTE **$43,200**

The recommendation is for BSEP/Measure A to continue to fund this part-time position (.40 FTE), designed to facilitate the work of the elementary literacy coaches, providing training in coaching as well as effective strategies for teaching literacy skills. In addition to these workshops for coaches, the position will lead professional development for classroom teachers. This Coach will also facilitate the administration of district reading, writing and spelling assessments in grades K-5.

Elementary Literacy Coaches – 2.75 FTE (.25 x 11 sites) **$271,800**
For the past several years each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. In 2010-11 the coaches have focused on helping teachers implement a new reading program, the Teachers College Reading and Writing Project model. The district has used the writing component of this program for a few years and has shown significant improvement in student writing as a result, so the decision to expand the program to include the reading component has been embraced district wide. In the proposed model, the District will continue to support the sites in funding these positions using BSEP Measure A Class Size Reduction Program Support funds as well as BSEP Measure A Professional Development funds.

Middle School Literacy Coach - .40 FTE **$37,200**
The District's data show that many middle school students are not yet proficient in their reading and writing skills. The recommendation is for BSEP/Measure A to continue to fund a 0.4 TSA to work with middle school teachers to improve instruction and assessment in both reading and writing. A lead teacher at each site will work directly with this TSA.

Math Coach for the Elementary and Middle Schools **$74,000**
.85 FTE (out of 1.0)
In 2008-09 the district adopted new math programs in both the elementary and middle schools. The District has provided coaching at the elementary schools to support the implementation of the new program and identified a full-time classroom teacher at each K-8 site to serve as a math teacher leader. A coach would continue to support teachers by facilitating workshops to deepen teachers' content knowledge, providing feedback to teachers based on classroom observations, guiding teachers in the use of assessments, and reinforcing the standards that are essential to student success in middle and high school math. The recommendation is for BSEP/Measure A to continue to support math instruction by funding .85 FTE of a full-time K-8 math coach.

BHS Teacher Leaders – Staff Development - 1.0 FTE (5 @ .20 FTE) **$89,000**
Berkeley High School will continue to focus its professional development efforts on Whole Faculty Study Groups, in which teacher teams from the small schools, the smaller learning communities (Academic Choice and Berkeley International High School) and the departments will participate in a collaborative structure, such as lesson study, literature study or action research, to improve instructional practices and student performance. Whole Faculty means that every member of the faculty is a member of a study group. The recommendation is for BSEP/Measure A to continue to fund five teacher instructional leaders at .20 each for a total of 1.0 FTE for this effort. These positions are consistent with the goals of the high school as outlined in the WASC accreditation self-study and plan.

TSA for Improving Instruction Using Data - .80 FTE **$73,000**

The District continues to implement DataWise, a software system for student data management. DataWise provide information on student achievement, attendance, course enrollment, student demographics, and program participation. Teachers, administrators, and School Governance Council (SGC) members need training and technical support so they can utilize the system to interpret results and determine actions based on these data. The recommendation is for BSEP/Measure A to continue to fund a part-time position to provide this support.

Instructional Technology Teacher on Special Assignment (TSA) $34,000

.35 FTE (out of 1.0)

This position, funded in 2010-11 for the first time, has worked to help teachers utilize existing web based tools to support classroom instruction, for example: Holt Mathematics online tutorials for students; CompassLearning, an online intervention program available to all K-8 students; Scholastic Reading Inventory, an electronic reading diagnostic tool; and DataWise, our data management system. Many of the district's textbooks now include web based and electronic support materials for teachers, students, and parents. In addition, this position has been instrumental in ensuring the effectiveness of the Read 180 program at the three middle schools, as this computer based remedial reading program requires reliable hardware and technological expertise. The recommendation is to continue to fund .35 FTE of this position, to provide professional development that bridges technology tools with classroom teaching and that supports students, parents, teachers, and administrators both during and after the school day.

Supervisor of Culturally Responsive Teaching & Systems $48,000

.55 FTE (out of 1.0)

There is great cultural diversity in our student population in BUSD. This is a tremendous asset for the District. However, in general our teaching and administrative staff does not mirror this diversity. There is a need for guidance in developing teaching and classroom management strategies as well as a school culture that will bring out the best in every student and ensure our schools are welcoming to all. Many teachers have participated in Sharroky Hollie's workshops and/or Guided Language Acquisition Design (GLAD) training, which they have found useful. In 2010-2011 the district created a new position responsible for supporting staff in utilizing a greater variety of culturally responsive techniques to engage more students in learning the curriculum. The job duties included facilitating focus groups for teachers of color to increase their job satisfaction and employee retention, and promoting opportunities for advancing existing classified staff of color into the teaching profession. The recommendation is to continue this position next year by funding .55 FTE through BSEP/Measure A.

Teacher Initiated Professional Development $50,000

These funds provide money for substitutes and hourly pay to give teachers the opportunity to focus on areas of professional growth that they have identified as meaningful to them. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap; topics might

include the implementation of the Universal Learning Support System, the new elementary reading program, culturally responsive teaching, and teaching English Language Development in a diverse class. Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. The recommendation is for BSEP/Measure A to continue to fund this effort.

Proposed New Professional Development Programs Coordinator to Support the *2020 Vision* Initiatives **$20,000**
.20 FTE (out of 1.0)
This is a new position that would collaborate with our partners (e.g. the Berkeley Alliance, Berkeley City College, City of Berkeley, etc.) and support the district's efforts to achieve the *2020 Vision* which seeks to address issues that contribute to the disparities in achievement among different ethnic groups. The *2020 Vision* priorities, including literacy, kindergarten readiness, and school attendance, will be addressed in many ways, including professional development. This position will be funded from a variety of resources, including .20 FTE from BSEP Measure A Professional Development funds, to support the coordination of professional development efforts.

Coaches to Support English Learners - .60 FTE (out of 1.5) **$58,800**
There are 1,321 K-12 English Learners in the district in three different programs: Two-Way Immersion at Cragmont, LeConte, Rosa Parks, and Longfellow; Bilingual classes (K-3) at Thousand Oaks; and Specially Designed Academic Instruction in English (SDAIE) which can be done in all subjects at all grade levels. In all of these programs, teachers are responsible to provide instruction in English Language Development (ELD) to English Learners at the students' levels. ELD is the study of the structures and patterns of English; it is not English Language Arts. The EL Coaches, who will be funded primarily from federal funds targeted to English Learners, will lead workshops for teachers and classroom coaching to guide them in using best practices to teach students who are learning English. There will be a full-time coach for the secondary schools (grades 6-12) and a half-time coach for the elementary schools. The recommendation is for the BSEP Professional Development fund to support .60 FTE of these new positions.

Support for Universal Learning Support System (ULSS)/Response to Intervention [RtI) - .30 FTE (out of 1.0) **$29,400**
ULSS/RtI is intended to identify and serve students who need additional support in order to succeed academically, behaviorally and socially. The district is proposing to hire two part-time positions to support staff in improving the effectiveness of the program throughout the district: 1) a Teacher on Special Assignment (TSA - .60 FTE) would provide professional development for teachers to strengthen the academic intervention components in the classroom; and 2) a behavior specialist (.40 FTE) would work with teachers at sites to develop strategies to engage students with challenging behavior and/or emotional issues in learning. ULSS/RtI is a high priority for the district, as the coordination of

immediate and appropriate interventions for identified students has the potential to reduce the achievement gap in our schools. The recommendation is for BSEP/Measure A to fund a portion of these two part-time positions.

BSEP/Measure A Professional Development Allocation for FY 2012	**$ 817,000**
Projected **FY 11 Carryover**	**225,000**
TOTAL AVAILABLE REVENUE	**1,042,000**
EXPENDITURES	
Professional Development Staff (8.2 FTE)	778,400
Teacher Initiated Professional Development	50,000
Reserve for Personnel Variance	23,000
Indirect Cost @ 6.7%	57,000
TOTAL EXPENDITURES	**908,400**
Difference	**133,600**

*All budget figures rounded to the nearest hundred.

Carryover Funding Priorities

The projected carryover amount for 2010-11 in the BSEP/Measure A Professional Development fund is approximately $225,000. Approximately $91,400 of these carryover funds are needed to support the PD programs and initiatives detailed above. Priorities for the remaining Professional Development carryover funds have been identified and are listed below.

Carryover Priorities	
Stipends for 30 Curriculum Teacher Leaders	$ 60,600
Math Consultant and Related Costs at BHS	18,000
Specialized Workshops for Secondary Teachers	35,000
Substitutes for Middle School Writing Scoring	15,000
ULSS/RtI Workshops	12,000
Culturally Responsive Teaching Consultants	30,000
Mentors for Voluntary PAR Referrals	10,000
TOTAL	**$180,600**

a. Stipends for 30 Curriculum Teacher Leaders $60,600

Teacher Leaders help move forward various curriculum initiatives in the schools, such as Teacher College Reading and Writing Project and Everyday Math. The Teacher Leaders in math and English language arts participate in workshops with district staff and then facilitate similar workshops at their sites. The recommendation is to continue funding the stipends for Teacher Leaders at all K-8 sites – approximately $1,700 per teacher per year plus benefits.

b. Math Consultant at Berkeley High $18,000

A math consultant, who has helped write the new national common core standards in mathematics, will provide a series of workshops for high school teachers identifying the key standards required for mastery to enable students to continue to progress successfully in math. Workshops will include content, instructional strategies, assessments and interventions. Funds will pay for the consultant as well as substitutes and teacher hourly for high school math teachers to attend workshops and do follow-up work.

c. Specialized Workshops for Secondary Teachers $35,000

Specialized training is required for certain programs at the high school and middle school levels. (1) High school teachers prepare to teach Advanced Placement and International Baccalaureate courses by enrolling in week-long subject-specific workshops. (2) Middle and high school teachers attend the workshops in Advancement Via Individual Determination (AVID) in order to deliver the curriculum in the way it is intended. AVID is designed to increase the number of students who enroll in a four-year college.

d. Substitutes for Middle School Writing Scoring $15,000

Middle school teachers from all three sites collaborate with their grade level colleagues in reviewing and assessing student writing. This process has proven to be effective professional development in helping teachers hone their skills in improving their students' writing. BSEP Measure A funds substitutes teachers to enable classroom teachers to participate in this process.

e. ULLS / RtI Workshops $12,000

Workshops focused on ULSS/RtI for teams of teachers and their administrators will further the district's efforts to implement this model. These workshops will focus on both the academic and behavioral aspects of ULSS/RtI. Funds will pay the costs of the facilitators as well as substitutes for participants.

f. Culturally Responsive Teacher Consultants $30,000

Culturally Responsive Teaching workshops and coaching by outside consultants, such as Dr. Sharroky Hollie, have helped teachers learn strategies to engage our African-American students in learning more

effectively. The consultants would work in conjunction with the District staff members who are leading this initiative in BUSD.

g. Mentors for Voluntary PAR Referrals **$10,000**
The cost of mentors for teachers who request them can be a strategic investment for the district and have a positive impact on teaching and learning.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C

FISCAL IMPACT
Projected expenditures of $817,000 from the BSEP/Measure A Professional Development, Program Evaluation, and Technology Fund, and up to $91,400 of monies carried over from FY 2010-11.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for Professional Development in FY 2011-12.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: Recommendation for Expenditures in 2011-2012 from the Technology portion of *BSEP/Measure A of 2006*

BACKGROUND INFORMATION:
Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

> *Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:*
>
> - *providing professional development for the District's teachers and staff,*
> - *assessing the effectiveness of the District's educational programs for improving student achievement, and*
> - ***providing and maintaining computers and technology*** *in schools.*

INSTRUCTIONAL TECHNOLOGY
The following recommendation for the expenditure of the BSEP/Measure A funds for Instructional Technology in FY 2011-12 was discussed by the BSEP Planning and Oversight Committee on March 22nd and approved by the Committee at its April 26th meeting.

The recommended technology budget from BSEP/Measure A in FY 2011-2012 is similar to the 2010-2011 budget, with the majority of the funds going to provide Technology support staff. The proposed budget contains 6.53 FTE technology positions as detailed below.

Microcomputer Technicians - 5.4 FTE
5.4 FTE BSEP-funded Microcomputer Technician positions (5.8 total FTE including site contributions):

- 2.0 FTE positions are at BHS (of which 0.2 FTE is devoted to B-Tech Academy),
- 1.4 FTE support the middle schools (an additional 0.4 FTE is funded by King Middle School), and
- 2.0 FTE support the elementary schools, Independent Studies, and provide support for site technology purchases. This increases by 0.1 FTE a part-time position from 0.5 to 0.6 FTE.
- Since all but one of these positions are 10-month positions, an extra $10,000 is included for summer support and extra duty for the 0.6 FTE position at the beginning of the school year.

The Microcomputer Technicians work with teachers and staff to keep systems working, to help integrate technology with the curriculum, to support teachers in using DataWise and PowerSchool, and to help technology committees and School Governance Councils make decisions about technology money.

Student Systems Specialist - .6 FTE (out of 1.0 FTE)
The Student Systems Specialist position is recommended to be continued in 2011-12, with .60 FTE to be paid from BSEP/Measure A Technology funds. The balance is paid from the General Fund. This position supports PowerSchool, as well as various other systems, including the associated servers used for communications to students and families (such as the one principals use for phone blasts).

Director of Technology - .20 FTE (out of 1.0 FTE)
The recommendation is to continue to fund 0.2 FTE of the Director of Technology from BSEP/Measure A. The balance is paid by the General Fund.

Teacher on Special Assignment for Instructional Technology - .33 FTE
In 2010-11 the BSEP Professional Development budget included a new position: Teacher on Special Assignment for Instructional Technology. This position filled a gap in providing teachers with knowledgeable expertise on integrating technology into classroom practice. In 2011-12 the recommendation is to multi-fund this position: .33 FTE from BSEP Technology funds, .33 FTE from BSEP Professional Development funds, and .33 FTE from district categorical funds.

Technology Equipment for Schools
The recommendation is to continue funding for technology in the schools from this BSEP fund at roughly $15 per student. (This rate has been steadily reduced from $24 per pupil in 2006). It is recommended that a small amount of funds continue to be used to contract for computer repair services and for district-wide software licenses.

Fortunately, Measure I of 2010, the Proposition 65 facilities bond, provides funds for technology. This bond will provide additional funds to improve network infrastructure and other technology as approved by the School Board. In 2010-11, extensive replacement of 10-year-old network switches is taking place, and wireless access points are being placed in strategic locations in K-8 schools; the wireless network at BHS is already extensive and will be continued into the G and H buildings.

Any carryover monies in the BSEP Technology fund are recommended to be expended for instructional technology equipment for the schools or for additional extra duty support, as needed.

BSEP/Measure A Technology Allocation for FY 2012	**$735,400**
Projected **FY 11 Carryover**	**30,000**
TOTAL AVAILABLE REVENUE	**$765,400**
EXPENDITURES	
Technology Staff (6.53 FTE)	511,700
Hourly extra duty/summer work	10,000
Technology Supplies and Equipment	140,000
Repairs & Software Licenses	15,000
Reserve for Personnel Variance	10,200
Indirect Cost @ 6. 7%	46,000
TOTAL EXPENDITURES	**$ 732,900**
DIFFERENCE	**32,500**

*All budget figures rounded to the nearest hundred.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C

FISCAL IMPACT
Projected expenditures of $732,900 from the BSEP/Measure A Professional Development, Program Evaluation, and Technology Fund, and up to $30,000 of monies carried over from FY 2010-11.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for Instructional Technology in FY 2011-12.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: Recommendation for Expenditures in 2011-12 from the Program Evaluation portion of *BSEP/Measure A of 2006*

BACKGROUND INFORMATION:
Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

> *Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:*
>
> - *providing professional development for the District's teachers and staff,*
> - ***assessing the effectiveness of the District's educational programs for improving student achievement, and***
> - *providing and maintaining computers and technology in schools.*

PROGRAM EVALUATION
As the District implements various educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. Staff perceives the need for data-driven decision-making as critical, and as a result, the District established the Berkeley Evaluation and Assessment (BEA) office in 2007 to use data to achieve four major goals:

1. Improve individual teachers' instruction and individual students' learning.
2. Improve the ability of School Governance Councils to make decisions about the effective use of site resources.
3. Improve the ability of the School Board, staff and the public to make informed decisions about the effectiveness of instructional programs in order to maximize use of scarce resources.
4. Administer and oversee State mandated and District-wide assessments.

Program Evaluation is funded through a variety of sources including General Funds, grant funding (for the completion of required evaluations) as well as BSEP/Measure A. However, all proposed staff positions focused on evaluation and assessment are at least partially funded from BSEP/Measure A.

It should be noted that BEA staff regularly provide professional development in addition to the staff funded through the BSEP/Measure A funds for professional development funds. We believe that BEA professional development efforts should focus on developing the capacity of principals, teachers, and other (primarily certificated) staff as well as School Governance Council members to effectively use assessment data and assessment tools to further teaching and learning.

Some of the professional development venues include:

- Staff retreats/meetings before school starts in August
- Program Evaluation Workshops for principals and schools
- District Staff Development Days (3 times a year) (for example, BEA trained ULSS/RTI staff on using Datawise)
- Wednesday staff meetings (Mondays for BHS)
- SGC meetings (at the invitation of the principal)
- Educational Research Symposium (new in 2010-2011)
- Intensive support for two pilot schools (new in 2010-2011)
- Training for district coaches and staff
- Principals' professional learning community meetings
- Training and support for principals around writing the December/January data summary for the site
- Events scheduled around district assessments: both assessment creation and grading sessions that bring together all staff on a grade-by-grade basis
- Mentoring grade level meetings and secondary departmental meetings in the creation and use of common assessments

Furthermore, there are a few other evaluation and assessment efforts that are site-driven. These are not discussed in this document.

The following recommendation for the expenditure of the BSEP/Measure A funds for the Evaluation and Assessment (BEA) Department in FY 2011-12 was discussed by the BSEP Planning and Oversight Committee on March 22nd and approved by the Committee at its April 26th meeting.

The staffing model proposed to be funded by BSEP/Measure A Program Evaluation funds in 2011-2012 is the same as that in the prior two years:

- Director - 1.0 FTE, Certificated
- Teacher on Special Assignment, K-12 (non-BHS) – .8 FTE (out of 1.0 FTE)
- Teacher on Special Assignment, BHS - .4 FTE total
- Data Technician - 1.0 FTE
- Clerical Staff - .50 FTE (out of 1.0 FTE)

All of these positions are currently filled.

Director of Evaluation and Assessment (1.0 FTE)
The Director of Evaluation and Assessment designs, implements, and oversees all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research/evaluation methodologies, instruments, data collection, database entry processes, and statistical analysis and interpretation. The Director works with principals, teachers, District Office staff, and the School Board to interpret student data and improve student learning.

Teachers on Special Assignment (TSA) (1.2 FTE)
These positions (.8 FTE K-8, B-Tech, ISP and .4 FTE BHS) provide staff development and technical support to teachers, principals, and School Governance Council (SGC) members in how to use data and in determining appropriate actions based on these data.

Staff development is provided primarily to certificated staff at the site and district level and consists of both group training sessions as well as individualized support. See the description above for more details.

These positions also provide technical assistance in the implementation of DataWise, a software system for assessment data management, analysis, assessment creation and scan-based grading, and PowerSchool, the Student Information System which replaced SASI in 2009-10.

Technical assistance is provided for teachers and administrators to become more fluent with these systems and the types of reports that can be generated, such as data on student achievement, attendance, course enrollment, student demographics, and program participation.

Technical assistance is provided for using the Test Bank in DataWise (augmented by Intel-Assess) for creating assessments. Intel-Assess is also successfully used for district math assessments K-12.

Summer Work (TSA) (Hourly Extra Duty)
The TSAs for Evaluation come back two weeks early in the summer to provide teacher staff development and prepare student data reports for schools and teachers for the opening of the school year.

Pilot Support for Sites
Two schools, preferably Program Improvement schools, will be chosen as pilot sites for extra attention, using data to improve instruction and program evaluation, with an emphasis on building capacity at the school sites.

Data Technician (1.0 FTE) **and Clerical Support** (.5 FTE)
These two classified positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments; import and enter data into the data systems; ensure accuracy of data; develop SQL queries and reports in PowerSchool, generate a variety of other reports and documents; and

develop and maintain various databases and files. (The other .50 FTE of the Clerical Support position is funded by the General Fund to manage state-mandated testing.)

DataWise, Intel-Assess, SPSS, Survey Monkey
The Evaluation and Assessment Office maintains the central repository for all student assessment information in the district. Currently this data is stored on servers running DataWise software, and accessed through a web interface by instructional staff. DataWise is also the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data.

Intel-Assess provides test items that are specifically developed to measure student mastery of California standards. As a formative assessment, the questions are intended to help educators improve instruction. The incorrect responses of every multiple choice item are designed to reveal common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors.

SPSS is an industry-standard statistical package that BEA is increasingly using for data analysis. The costs include software licenses and training.

The BEA department purchases and manages the District's subscription to Survey Monkey, an online survey tool used by School Governance Councils and other District offices to collect survey data.

BSEP/Measure A Program Evaluation Allocation for FY 2012	**$490,300**
Projected **FY 11 Carryover**	**25,000**
TOTAL AVAILABLE REVENUE	**$515,300**
EXPENDITURES	
Program Evaluation Staff (3.7 FTE)	372,100
Hourly extra duty/summer work	15,000
Supplies and equipment	5,200
Contracted Services	65,000
Professional Development for BEA staff	6,500
Pilot Schools program	5,000
Reserve for Personnel Variance	7,500
Indirect Cost @ 6. 7%	32,000
TOTAL EXPENDITURES	**$ 508,300**
DIFFERENCE	**7,000**

*All budget figures rounded to the nearest hundred.

Carryover Funding Priorities

The projected carryover amount for 2010-11 in the BSEP/Measure A Program Evaluation fund is approximately $25,000. Roughly $18,000 of these carryover funds are needed to support the Evaluation programs detailed above. Priorities for the remaining Evaluation carryover funds are listed in priority order in the table below.

BSEP/Measure A Program Evaluation Carryover Priorities for FY 2012	
Support for scanning District assessments (extra-duty time for staff)	$5,000
Increasing the TSA position for BHS from .40 to .60 FTE	$20,000
Additional contracted services for supporting district evaluation projects	$40,000
TOTAL	**$65,000**

*All budget figures rounded to the nearest hundred.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C

FISCAL IMPACT
Projected expenditures of $490,300 from the BSEP/Measure A Professional Development, Program Evaluation, and Technology Fund, and up to $18,000 of monies carried over from FY 2010-11.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for Evaluation and Assessment in FY 2011-12.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent for Educational Services
DATE: May 11, 2011
RE: Recommendation for the expenditure of BSEP Books and Educational Materials Fund (Fund 6) carryover monies in FY 12

BACKGROUND INFORMATION:
The BSEP Books and Educational Materials Fund (Fund 6) was first authorized by Measure H of 1986 and reauthorized by Measure B of 1994. In the years prior to the passage of BSEP/Measure A in 2006, this Fund paid for:

a) all Library books;
b) enriching classroom materials such as art and science supplies;
c) materials to supplement adoption of new curricula; and,
d) library and instructional technology staff.

All Library staff, certificated and classified, and the Instructional Technology support staff are now funded from BSEP/Measure A of 2006.

With the expiration of the prior BSEP measures, BSEP Fund 6 no longer receives tax revenues, although a very small amount of interest is received annually on the remaining fund balance. Although the Fund 6 Balance is gradually being expended, it remains a crucial source for instructional materials during extremely tight budgetary times. Expenditures from this fund in 2010-2011 are expected to total $145,700, and have been used for instructional materials ranging from classroom libraries of leveled reading books to *Welcoming Schools* materials to promote inclusive, respectful, and supportive elementary school environments. The ending fund balance at June 30, 2011 is expected to be approximately $165,000, although a portion of these funds must be retained for tax rebates.

Following is staff's proposal to use a portion of these monies during the 2011-2012 school year to support recently adopted curriculum initiatives aimed at closing the achievement gap. The recommendation is to spend $103,000 to purchase essential instructional materials to be used with these initiatives. The selected materials are required elements of these programs.

This recommendation for the expenditure of the BSEP Fund 6 monies for Instructional Materials in FY 2011-12 was discussed by the BSEP Planning and Oversight Committee on March 22nd and approved by the Committee at its April 26th meeting.

Columbia Teachers College Reading and Writing Program materials **$75,000**

Since BUSD began to use the Lucy Calkins Writing Program several years ago, our elementary students' writing skills have increased markedly. The Lucy

Calkins program was developed by the Columbia University Teachers College. In 2010-2011, starting with a four-day August workshop for teachers, BUSD began to implement the Teachers College Reading and Writing Program (TCRWP), an intensive literacy program that builds on the successful work done thus far. Teachers and principals have been extremely impressed with this program, which aims to create a "reading culture" at our schools. From finding the "just right" book, to reading back-to-back with a reading buddy, to student-initiated reading clubs, the TCRWP has exceeded expectations in its first year. The proposed allocation will provide essential materials, including sets of reading books and teacher guidebooks at a range of levels, which will enable the district to continue and extend the program in 2011-2012.

Classroom Libraries of Multicultural Books $8,000

As in 2010-2011, a professional development workshop will be offered to 40 classroom teachers during the summer of 2012 to those teachers who will be implementing the Teachers' College Reading and Writing Program. Teachers participating in the Workshop will receive a set of multicultural books which are an integral part of the program, so they will have a classroom library for student use during the school year.

Materials & Equipment for High Fives T-Kindergartens $8,000

The High Fives Transitional Kindergarten program began in Berkeley in 2010-11. The program aligns with the new transitional program districts are required to offer for students who have birthdays between Sept. 1st and Dec. 1st of each year. Over the next four years these students will no longer be able to register for kindergarten, since the eligible date of admission is being moved back one month per year from the current December 1st. A transitional kindergarten must be offered to these students who would have traditionally been eligible for kindergarten. The needs of these young students is focused less on the academic side of kindergarten. The High Five T-Kindergarten is somewhere between an experiential pre-school and an academic kindergarten. Specialized materials and equipment will be needed to support these young students as the program grows over the next few years. The recommendation is to provide funds for the two anticipated Transitional Kindergartens planned for 2011-2012.

Supplementary Books and Materials As Needed $12,000

This allocation is to provide supplementary books, instructional materials and equipment to support instructional initiatives during the 2010-11 school year. Occasionally such initiatives are developed mid-year (and mid-budget cycle). This allocation would allow the District to implement such initiatives.

Reserve for Future Years

Due to state budget issues and the deepening crisis in school funding which is expected to last through FY 2012-13, the Administration believes it advisable to maintain the reserve in this Fund (approximately $62,000) for judicious use over the next few years, including the obligation to pay tax rebates.

Elementary Reading Materials for Columbia Teachers College Reading & Writing Program (TCRWP)	$ 75,000
Classroom libraries of multicultural books for 40 teachers participating in Workshops for the Teachers' College Reading & Writing Project (summer of 2012)	8,000
High-Five Development Kindergarten Materials	8,000
Supplementary books and instructional materials as needed to support other curriculum initiatives during the year.	12,000
TOTAL	**$ 103,000**

POLICY/CODE:
Berkeley Public Schools Educational Excellence Act of 1994 (BSEP), Para. 3Cii

FISCAL IMPACT:
Expenditure of $103,000 from the BSEP Books and Educational Materials Fund (Fund 6).

STAFF RECOMMENDATION:
Approve the recommendation for expenditure of BSEP Fund 6 carryover monies.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: Student National Origin Report, Spring 2011

BACKGROUND INFORMATION:
The Student National Origin Report (SNOR) is the vehicle used by the California Department of Education (CDE) to collect the annual count of eligible immigrant students. This count is required by Title III of *No Child Left Behind Act.* Based on the total number of eligible immigrant students enrolled in California, CDE receives a formula grant from the U.S. Department of Education and is authorized to allocate formula subgrants to Local Educational Agencies. Data from the 2010-11 SNOR will be used to fund districts in 2012-13. For the 2010-11 school year, the per pupil allocation is approximately $105.

Eligible immigrant students are defined in statute as pupils enrolled in kindergarten through grade twelve who are foreign-born, and have been enrolled in school in the United States for three full school years or less. The SNOR data must be based on the actual count of eligible immigrant students.

The total number of immigrant students in the Berkeley Unified School District for the 2010-11 school year and reported to the California Longitudinal Pupil Achievement Data System (CALPADS) is 366. This is a decrease from the numbers reported in the last two years: 485 in 2009-10 and 469 in 2008-09. In order to receive Title III Immigrant funding, a district must increase the total number of immigrant students by 5% annually. As a result, BUSD may not be eligible for Title III Immigrant funding in 2012-13.

POLICY/CODE:
No Child Left Behind

FISCAL IMPACT:
Potential loss in Title III revenue of $38,430 for fiscal year 2012-13

STAFF RECOMMENDATION:
Accept the Student National Origin Report (SNOR) for information.

2010-2011 BUSD Student National Origin Report (SNOR)

Country Name	Student Total	Country Name	Student Total
Mexico	45	Australia	2
China	25	Ukraine	2
India	18	Somalia	2
Nepal	16	Dominican Republic	2
Yemen	15	Gambia	2
Germany	15	Bangladesh	1
Guatemala	14	Kazakhstan	1
Pakistan	14	Eritrea	1
Ethiopia	13	Saudi Arabia	1
Korea, South	12	Togo	1
Japan	10	Belgium	1
France	10	Cuba	1
Norway	10	Hungary	1
El Salvador	9	New Zealand	1
United Kingdom	8	Venezuela	1
Philippines	8	Barbados	1
Israel	8	Belarus	1
Other	7	Cameroon	1
Vietnam	6	Chile	1
Canada	6	Korea, North	1
Colombia	6	Laos (D. Rep.)	1
Brazil	5	Romania	1
Algeria	5	Palestinian Territory	1
Sweden	4	Spain	1
Russia	4	Virgin Islands	1
Taiwan	4	Zimbabwe	1
Denmark	4		
Italy	4		
Indonesia	4		
Netherlands	4		
Cambodia	3		
Thailand	3		
Finland	3		
Morocco	3		
Switzerland	2		
Jamaica	2		
Haiti	2		
Tonga	2		
Honduras	2		
Countries: 64		**Total: 366**	

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: R-30 Language Census

BACKGROUND INFORMATION
Each spring the District must complete the R-30 Language Census for the California Department of Education (CDE). The CDE administers this census to collect data on students from non-English-language backgrounds enrolled in public schools in California and to collect data on the staff that provides services to English Language Learners (ELL). This count is required by Title III of *No Child Left Behind Act.* Based on the total number of eligible English Learners in California the CDE receives a formula grant from the U.S. Department of Education. These funds are then allocated to Local Education Agencies as subgrants. Data from the Spring 2011 R-30 will be used in 2012-13 to fund LEAs under Title III: English Learners. In the 2010-11 school year, the per pupil allocation is approximately $105.

A summary of the ELL enrollment for each school has been included with this document. The total ELL population for 2011 is 1,326 which includes three non-public school students. The total number represents 24 more English Learners this year as compared to last year. In addition, there were 69 students reclassified to Fluent English Proficient in 2010-11. This is 38 more than the number of students who were reclassified in 2009-10.

Spanish is the home language of the majority of our English learners (785 students). The other home languages most frequently listed by our current English Learners are Arabic (81), Urdu (43), Punjabi (27), Vietnamese (23), Cantonese (22), Japanese (18), French (17), Korean (15), Tigrinya (12), and Russian (12).

POLICY/CODE
Education Code 52164

FISCAL IMPACT
Projection of approximately $138,915 in Title III: English Learner Categorical funds for 2012-13. Funding excludes non-public school students.

STAFF RECOMMENDATION
Accept the R-30 Language Census for information.

BERKELEY UNIFIED SCHOOL DISTRICT

Spring 2011 ENGLISH LEARNER COUNT BY ZONE

The following chart shows the current number of English Language Learner Students at each school by zone as of March 30, 2011. These counts will be used for the 2012-2013 allocation.

ELEMENTARY SCHOOLS (Grades K-5)	
Southeast Zone	
Emerson Elementary	59
Malcolm X Elementary	64
John Muir Elementary	45
LeConte Elementary *TWI* = 51 *Structured English Immersion* = 45	96
Central Zone	
Berkeley Arts Magnet Elementary	66
Cragmont Elementary *TWI = 39* *Structured English Immersion= 39*	78
Oxford Elementary	36
Washington Elementary	75
Northwest Zone	
Rosa Parks Elementary *TWI = 81* *Structured English Immersion* = 50	131
Jefferson Elementary	39
Thousand Oaks Elementary *Bilingual = 51* *Structured English Immersion* = 75	126
MIDDLE SCHOOLS (Grades 6-8)	
King Middle School	108
Longfellow Middle School *TWI* = 41 *Mainstream* = 19	60
Willard Middle School	45
SECONDARY SCHOOLS (Grades 9-12)	
Berkeley High School	277
Berkeley Technology	18
DISTRICT TOTAL	1,323
Non-Public Students	3

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
Susan Craig, Ed.D., Director, Student Services
DATE: May 11, 2011
SUBJECT: Update Regarding Responses to Weapons Found on the Berkeley High School Campus

BACKGROUND INFORMATION
Staff has prepared this progress report on the steps being taken to address the recent incidents involving Berkeley High School and B-Tech students in possession of firearms in order to update the Board and the community. Ensuring the safety of BUSD students and staff continues to be of paramount importance.

The following steps have been implemented since spring break in response to the issue of weapons at school.

Safety Committee
The Superintendent's Ad Hoc Safety Committee met on April 13 and April 27 and will continue to meet every other week through the end of the school year. There are approximately fifteen participants including BHS and B-Tech staff, BHS parents and students, and District staff. The safety committee is reviewing BHS data on suspensions and expulsions and best practices for safety from other districts. The committee will review, discuss, and make recommendations to the Board for the following proposed safety measures: uniforms for security staff, gun/violence prevention education, electronic devices, procedures for visitors to campus, security staffing, identification badges, student dress codes, and limiting open campus.

External Safety Assessment
School safety consultant, Al Bahn of EduSafe Associates, completed a campus walk-through at Berkeley High School on April 19, and will conduct a walk-through at B-Tech on May 10. Staff and students will be asked to participate in safety surveys as a part of the safety evaluation.

Student Education and Input
Focus groups with students are in progress to ask why students are bringing guns and weapons into campus. The focus groups will be led by Berkeley High School staff and community members with the purpose of giving students the opportunity to express their concerns in a confidential setting. Two Berkeley High School students are participating

on the Superintendent's Ad Hoc Safety Committee and are providing valuable insights from the students' perspective.

Additional Safety Staffing
Three additional Safety Officers (two at Berkeley High School and one at B-Tech) will continue in these positions through the end of the school year. An additional Berkeley Police Department School Resource Officer was added one day per week starting on April 11. The existing School Resource Officer will continue to work Tuesday through Friday, and the additional School Resource Officer will work every Monday through the end of the school year.

Safety Officer Training
Two Safety Officers, one from Berkeley High School and one from B-Tech, participated in a 40 hour conflict mediation training which was facilitated by Project SEEDS. All Berkeley Unified School District Safety Officers will participate in a three-day training this summer in compliance with SB 1626.

Transition Support for Specific Students Entering BHS and B-Tech
Transitional support for students who are on probation, in foster care, reentering after expulsion, or homeless has been implemented with the support of a Teacher on Special Assignment at Berkeley High School and a Counselor at B-Tech. Central Office staff is continuing to research model transitional processes to improve support of high risk students.

Board Policies
The Superintendent's Safety Committee has discussed the need for a bullying policy. Recommendations for revised or additional policies will be presented to the Board.

Communication
An anonymous tip telephone hotline to report weapons on campus -1-866-SPEAK UP - has been created and publicized to students, and a text message option has been added.

Programs to Prevent and Reduce Bullying and Violence
Central Office staff is researching programs and strategies to prevent and reduce bullying and violence with the intent of implementing a program at Berkeley High School and B-Tech effective fall 2011.

Student Data
Finally, the Board has asked for information about the seven students who were in possession of firearms. Of these seven students, five were not on probation prior to the incident; one is in grade 12, three are in grade 11, one is in grade 10, and two are in grade 9. Three did not have

prior discipline incidents during the current school year; all are males; and one student is homeless.

Staff will continue to provide regular updates to the Board on progress in these areas.

POLICY/CODE
Board Policy 5131.7

FISCAL IMPACT
None at this time

STAFF RECOMMENDATION
Receive for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: Williams Case Settlement Quarterly Report

BACKGROUND INFORMATION
As a result of the Williams Case Settlement, every district in California is publicly accountable to ensure that the following conditions are met.

1) There should be sufficient textbooks and instructional materials for all students, including English learners.
2) School facilities should be clean, safe and maintained in good repair.
3) All classes should be taught by properly credentialed teachers.
4) Students who have not passed the California High School Exit Exam by the end of grade 12 should be provided the opportunity to receive intensive instruction and services after completion of grade 12 for up to two consecutive years.

Information about the standards is posted in every classroom along with the complaint procedure to follow if there is a concern that any one of them is not being met.

During the last quarter, between January 1 and March 31, 2011, the district received one complaint.

- The complaint was a facilities complaint regarding possible health hazards to employees working in the Annex building located at 1835 Allston Way. All of the conditions noted were investigated and corrected as deemed necessary.

- During this same period, the district received no complaints under the Williams Case Settlement regarding instructional materials, classes taught by teachers not appropriately credentialed, or CAHSEE support for students who have completed grade 12.

POLICY/CODE
Ed Code 35186
Board Policy 1312

FISCAL IMPACT
None

STAFF RECOMMENDATION
Receive the Williams Case Settlement Quarterly Report for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: 2010 API Rankings

BACKGROUND INFORMATION:
The CDE has released the statewide and similar school ranks for all schools based on schools' 2010 API scores. This information shows where a school ranks based on its API score on a scale of one (low) to ten (high) compared with other schools statewide as well as compared with 100 other schools that have similar demographic characteristics. These rankings are primarily based on student performance on the California Standards Tests. The rankings from the previous two years are also listed for comparison.

School	State Rank			Similar Schools Rank		
	'08	'09	**'10**	'08	'09	**'10**
Cragmont	8	8	**7**	9	8	**3**
Emerson	7	8	**8**	8	8	**8**
Jefferson	8	8	**9**	10	8	**8**
John Muir	8	6	**6**	10	4	**6**
LeConte	4	3	**3**	4	2	**1**
Malcolm	8	7	**8**	10	9	**5**
Oxford	8	9	**9**	9	10	**8**
Rosa Parks	4	3	**5**	3	1	**1**
Thousand Oaks	6	7	**7**	6	3	**7**
Washington	5	6	**8**	4	4	**6**
Whittier/Arts Magnet	6	7	**8**	3	5	**3**
King	7	6	**8**	2	3	**7**
Longfellow	7	6	**7**	7	8	**9**
Willard	5	6	**6**	2	5	**5**
Berkeley High	***			***		
B-Tech	1	1	**1**	N/A		

Berkeley High School did not receive any rankings because it does not have a current API score due to a lack of student participation on the 2010 STAR tests. The API score for Berkeley Technology Academy is based on fewer than 100 valid STAR test results, so this school is not given a similar school ranking.

The statewide rankings show growth and reflect the district's improved CST results, with seven schools gaining one or two levels, seven remaining at the same level, and only one school losing one level compared to the previous year.

In the similar school rankings, the results are mixed, with four schools gaining at least one level, five schools remaining at the same level, and five schools losing one or more levels. It is worth noting that four of the five schools showing the greatest drop in similar school ranking are schools with higher API scores: Cragmont (842), Malcolm X (849), Oxford (876), and Arts Magnet (854).

In order to establish a list of similar schools, the CDE calculates for each school a School Characteristics Index, which includes various demographics such as, student mobility, student ethnicity, percentage of English learners, percentage of reclassified fluent-English-proficient (RFEP) pupils, percentage of students participating in the free or reduced price lunch program, percentage of teachers fully credentialed, percentage of pupils qualified for Gifted and Talented Education, and percentage of pupils with disabilities. The purpose of the similar schools ranking is to allow schools to look at their academic performance compared to other schools that have some of the same opportunities and challenges. However, the change in the identification of race/ethnicity this year affected the selection of similar schools, and this raised questions again about the weighting of various criteria and the value of this measure. For example, staff is still investigating the reason that Rosa Parks would continue to have a similar schools rank of 1 when it increased its API by sixty-two points and moved up two levels on the statewide ranking.

In general, a significant discrepancy between the statewide ranks and the similar schools rankings causes concern for site and District staff. When schools receive a lower ranking in comparison to similar schools than statewide, it raises questions about curricular and instructional practices, use of time, and academic priorities at sites.

More information about the rankings can be found at: api.cde.ca.gov.

POLICY CODE
Ed Code 52051, 52052

FISCAL IMPACT
None

STAFF RECOMMENDATION
Receive the 2010 API Rankings for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
Susan Craig, Director of Student Services
DATE: May 11, 2011
SUBJECT: Proposal by Alameda County Office of Education to Operate a Community School on the Berkeley Adult School Campus

BACKGROUND INFORMATION
The Alameda County Office of Education (ACOE) is proposing to operate a community school in Berkeley Unified School District for up to 39 students and is requesting the use of space on the Berkeley Adult School (BAS) campus for this purpose. Both ACOE officials and District staff agree that Resource Room18 at BAS could work well for the program that is being proposed.

The student population for the proposed community school would include approximately 15 youth in grades 9–12 who have been referred to the program through expulsion, probation or SARB. The community school would also enroll 24 independent study students in grades 7–12 who have been expelled and/or are on probation. The maximum number of students who would be on campus at any time is 17. The community school would serve students who reside in districts in northern Alameda County, specifically Berkeley, Albany, Piedmont, and Emeryville.

ACOE will provide staffing at the proposed school for up to 39 ACOE youth, including a part-time Safety Officer (5 hours per day), as well as all classroom materials and supplies, and support for students using public transportation. In addition, ACOE will pay BUSD a facility use fee. This program will provide an educational opportunity in BUSD for qualified BUSD youth, since the closest community school is now located in Hayward.

The Superintendents of BUSD and ACOE, the BAS Principal and other staff held a public meeting at BAS to explain this proposal and address concerns. As a result of that meeting, a list of frequently asked questions has been prepared and included with this document for Board review. At this time, the Board is requested to discuss and consider the proposal from ACOE. Staff intends to bring forward a recommendation at the next meeting, May 25, 2011.

POLICY/CODE
Ed Code 1980

FISCAL IMPACT
Approximately $1,620 per month in facility use fees for Berkeley Adult School at the current rate of $1.05 per sq. ft.

STAFF RECOMMENDATION
Accept the proposal by Alameda County Office of Education to operate a Community School on the Berkeley Adult School campus for consideration.

Berkeley Unified School District

2134 Martin Luther King Jr. Way, Berkeley, California 94704-1180
(510) 644-6206 Fax: (510) 540-5358 www.berkeley.k12.ca.us

William Huyett
Superintendent

Community School Classroom at Berkeley Adult School
Frequently Asked Questions

1. **How many students will be in the program?**
   There will be 15 classroom students and 24 Independent Study students (one at a time) enrolled; there will be a maximum of 17 students on campus at any given time.

2. **Where are these students coming from?**
   The students will be from Northern Alameda County (Berkeley, Albany, Emeryville, and Piedmont).

3. **How many teachers and other adults will work with these students?**
   Two teachers and one Instructional Assistant (3 adults) will staff the program. There will also be a Safety Officer on campus during the instructional day.

4. **Why are you recommending locating the program at the BAS?**
   California Ed Code requires expelled students to be separated from regular K-12 campuses. Berkeley Adult School is located along a convenient transportation corridor, has available facilities, and we would be serving our students who currently must travel to Hayward to attend school.
   (CA Ed. Code 48661(a) A community day school shall not be situated on the same site as an elementary, middle, junior high, comprehensive senior high, opportunity, or continuation school.)

5. **What steps do you think are necessary to insure the safety of the other students and the community, and which of these are you implementing?**
   The students in the program will be properly supervised and an additional School Safety Officer will be on site. Every student will be searched and scanned with a wand each morning. Electronic items and contraband will be removed from the student, if found. Students will be required to adhere to a strict dress code which includes no gang attire, no clothing with symbols or references to gangs, drugs, profanity, or sexually inappropriate language or images. Students will be required to remain on campus during the entire instructional day.

6. **What can you do to control or monitor the students coming and going to and from school?**
   The ACOE has jurisdiction to discipline students for behavior en route to or from school.

7. **What can you do to control or monitor the students in and around the neighborhood (hanging out, visiting local businesses etc.)?**
   The Alameda County Office of Education (ACOE) has jurisdiction to discipline students for behavior issues on or around campus as well as during the school day. One of the steps for these students to achieve success in the program is to respect the rights of others. Most of the students in the program have a strong desire to complete

the program successfully, so that they can return to a mainstream public school. The program is strictly monitored, and students who do not abide by the rules do not remain in the program.

8. **What will the instructional program for the students consist of?**
   Students in the community school will take five classes: English, Math, Social Studies, Science, and an Elective that includes counseling and life skills education. The instructional day will be from 9 A.M. to 2 P.M. Students in the independent study program will meet one-on-one with a teacher for one hour per week and will complete their assigned course work at home.

9. **What responsibility will the County Office of Education take for these students?**
   The ACOE is responsible for monitoring behavior, attendance and academics, and imposing discipline as appropriate. The rules are very clearly defined and must be adhered to for a student to remain in the program.

10. **Is this a done deal?**
    No. The BUSD Governing Board will decide. Berkeley Adult School is the site being recommended by staff, because it is the only site in BUSD that is able to house this program.

11. **What is the approval process?**
    The BUSD Governing Board will hear staff recommendations at the Board meetings on May 11 and on May 25. The Board is expected to take action on May 25.

12. **How can we expect to be kept in the loop as this moves forward?**
    District and County staff will communicate every step of the way through the Berkeley Adult School principal, Burr Guthrie, Neighborhood Organizer Brad Smith and the School/Neighborhood Committee. The committee will continue to review this at its regular quarterly meetings.

13. **If this program is approved by the Board, can we have quarterly meetings with a representative committee to review how this program and our general relations with BAS are going?**
    Yes. BAS Principal, Burr Guthrie, meets regularly with the neighborhood group.

14. **I assume that the students are scanned for metal objects each time they enter the school. Is that correct?**
    Yes, students will be scanned with a metal detecting wand.

15. **Do we know why the program will not be opened this spring?**
    Superintendent Huyett has delayed the process to include communication with the community. Mr. Huyett and the County Superintendent have agreed that it would not serve the students to make the transition with only a short time remaining until the end of the school year. If the proposed location is approved by the BUSD Board, it will open in the fall.

16. **Is the county looking for other places?**
    Yes. In response to the closing of Rock LaFleche School, the community day school in North Oakland, ACOE is opening several other classrooms throughout the County, including Oakland and the Tri-Valley area.

17. **What if the Board does not approve the proposal?**
    BUSD is required to provide an educational placement for expelled BUSD students. Currently, expelled BUSD students attend ACOE's Hayward Community School. If the proposal is not approved by the Board, BUSD students will continue to attend HCS if available. However, if ACOE does not continue to provide a community school for expelled BUSD students, BUSD will need to open a District community day school in Berkeley. District run community day schools generally operate at a significant financial loss.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: A. Kay Altizer, Executive Director of Special Education and Student Health
DATE: May 11, 2011
SUBJECT: School Linked Health Services

BACKGROUND INFORMATION

The mission of School-Linked Health Services is to improve health and education outcomes for Kindergarten-5th grade students in BUSD by strengthening, building, and maintaining formal linkages between the City of Berkeley (COB) Public Health Division and BUSD. There is a strong belief that health and education outcomes are inextricably linked.

The goal is to enhance the capacity of COB and BUSD to provide a continuum of health services and to facilitate collaboration among programs in order to promote school connectedness and more effectively respond to the needs of elementary aged students and their families.

During the 2010-11 school-year, the School-Linked Health Services members and BUSD have met monthly to develop priorities and to monitor the activities related to the established priorities. The addition of a BUSD school nurse has made it possible to better address the needs of students with IEPs who have medical issues and to follow up on high priority health needs in the general education population. The collaboration between the school nurse and the public health nurses has resulted in less duplication of services and better support of students at school sites.

The School-Linked Health Services staff and the BUSD school nurse will present a Powerpoint presentation to review the priorities and outcomes for the 2010-11 school year.

POLICY/CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive information about the collaboration between School Linked Health Services and BUSD.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2011
SUBJECT: Report on the Two Way Immersion Program in the Elementary Schools

BACKGROUND INFORMATION
This spring, Marialena Rivera, a graduate student from the Goldman School of Public Policy, worked under staff supervision to complete a study of the Two Way Immersion (TWI) Program at Cragmont, LeConte and Rosa Parks Elementary Schools. Her final report is based on a study of the research related to TWI programs, the current TWI program in BUSD, observations at the three schools, surveys of parents, teachers and administrators, and focus groups and interviews with parents, teachers, and administrators. Her report includes her findings, her analysis, and the following recommendations.

Recommendation 1: Consolidate TWI elementary programs at one school site

1. Formalize a Language School Working Group and set regular meetings
2. Inform and include parents and BUSD Board members about process
3. Meet with teachers union to start negotiating contracts
4. Research requirements for starting an internal charter school
5. Survey all parents to determine demand
6. Research demographics of current BUSD TWI students
7. Continue intensive outreach to BUSD families regarding TWI program
8. Look at other Districts to see how they have consolidated
9. Work with a professional TWI expert consultant

Recommendation 2: Improve coordination of the TWI program

1. Appoint TWI coordinator as the one language immersion school is being planned
2. Encourage District administrators to strengthen leadership
3. Emphasize the importance of understanding TWI research for decision making at all levels in the District

Recommendation 3: Address concerns for students currently in the program

1. Ensure TWI teachers have equitable resources
2. Schedule time for TWI teachers to collaborate across schools and grade levels

3. Provide release time for teachers to visit other TWI schools
4. Harness community resources to support the TWI program
5. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5
6. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learner

Recommendation 4: Address concerns related to future students and program growth

1. Use a professional tool to assess the strengths and weakness of the TWI program at each site
2. Improve long-term tracking of TWI students
3. Alter testing structure
4. Change the timeline for TWI program application from February to April
5. Increase transparency of admissions process
6. Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form
7. Improve pre-k language assessment and kindergarten placement
8. Include research on long-term TWI outcomes in all outreach
9. Distribute outreach in multiple forms to reach different types of parents
10. Promote retention in the TWI program

According to the report, "The first recommendation could stand alone…. (C)onsolidation would address the majority of concerns and complaints relating to the TWI program and would, above all, increase student achievement by allowing teachers to implement the TWI model as intended. A focus group of District staff, administrators, and teachers has agreed to continue meeting to address the barriers to creating one language immersion school."

A complete copy of the report is being provided under separate cover.

POLICY /CODE
None

FISCAL IMPACT
None

STAFF RECOMMENDATION
Receive the Report on the Two Way Immersion Program in the Elementary Schools for information.

ADVANCED POLICY ANALYSIS

English Learners and the Achievement Gap: Effectively Implementing Two-Way Immersion in Berkeley

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A Study Conducted for the Berkeley Unified School District
Berkeley, California

by

Marialena D. Rivera

Spring 2011

The author conducted this study as part of the program of professional education at the Goldman School of Public Policy, University of California at Berkeley. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Goldman School of Public Policy, by the University of California or by any other agency.

CONTENTS

EXECUTIVE SUMMARY

Purpose of analysis
This report analyzes and makes recommendations to improve Berkeley Unified School District's (BUSD) two-way immersion (TWI) language program. The TWI program in BUSD is popular amongst a core group of teachers, parents, and advocates who are familiar with current academic literature evaluating TWI program outcomes.

Benefits of two-way immersion programs
Although there are many language programs that school Districts use to address the needs of English learners (ELs), compared to other programs **TWI has been proven to be the most successful at closing the achievement gap when implemented well** (Thomas & Collier, 2004). In addition, "two-way students are more likely than their comparison peers to want to go to college immediately following high school," (Lindholm-Leary & Borsato, 2002). Districts around the country have experienced success implementing TWI.[1] In *Realizing the vision of two-way immersion: Fostering effective programs and classrooms*, Howard and Sugarman look at four schools that each implement TWI with slight variations. "In all cases, the results for the TWI students were as good as or better than those for comparison students or District and state outcomes, and this was the case regardless of the language of assessment. These findings mirror those from large-scale studies that have found that on average, TWI students perform on grade level or higher on standardized reading assessment by the upper elementary grades (Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002)," (Howard & Sugarman, 2007).

Goals of two-way immersion programs
BUSD offers two-way immersion as part of its mission to achieve success and improve student learning through the implementation of effective programs. TWI programs have four specific goals: (Howard & Sugarman, 2007).

1. Students will develop high levels of oral and written proficiency in their *native* language
2. Students will develop high levels of oral and written proficiency in their *second* language
3. Academic performance will be at or above grade level, regardless of the language instruction
4. Students will demonstrate positive cross-cultural attitudes and behaviors

Intended structure of two-way immersion programs
Well-run TWI programs have the following defining characteristics: (Howard & Sugarman, 2007).

- Percentage of Spanish: Throughout the program, a minimum of 50% of instructional time is in the partner language (Spanish). The most successful TWI programs start with 90% Spanish instruction in kindergarten and slowly increase the percentage of English until each language is taught for half the day by the end of elementary school (known as a 90:10 model).

[1] See Appendix: Case Study: Key Elementary School, Arlington, Virginia

- Mix of students: No less than 30% of the students will be native Spanish speakers (ELs) or native English speakers, and the two groups of students are integrated for at least 50% of the instructional day.
- Additive bilingualism: The program promotes additive bilingualism by providing content and literacy instruction in English and Spanish for an extended period of time: minimally kindergarten through 5th grade, optimally kindergarten through 12th grade.

Concerns about the implementation of TWI in BUSD

TWI advocates express a number of concerns about the implementation of TWI in the District. I collected survey data from TWI teachers in the District and interviewed administrators, District staff, and parents to identify the major issues with TWI. In BUSD, these concerns fall mainly in the following categories:

I. Fidelity to Model

BUSD's TWI model looks different from school to school – and even from classroom to classroom. On average, students are not receiving the ideal percentages of Spanish instruction because the instructors who teach their "specials" (music, art, gardening, physical education, etc.) are not bilingual. There is no official coordinator at the District level to advocate for students, teachers, and parents in the TWI program and to ensure the program is implemented with fidelity to model.

II. Assessment & Evaluation

Results of the District's language exam used to place kindergarteners in TWI classrooms are not always accurate. Some students who do not speak Spanish are labeled Spanish-speakers and vice-versa. Teachers are frustrated that the mix of students is rarely close to 50% native Spanish speakers. In addition, it is currently difficult to use BUSD's database to discern whether a student participated in the TWI program, which makes it challenging to track student achievement over time. This is particularly important for a program like TWI, where gains are not seen until after elementary school.

III. Support

TWI teachers do not have comparable resources in Spanish and feel like the District does not support the program. In addition, TWI teachers receive only one day per year of professional development and do not have paid time to collaborate across schools. BUSD is known for its complicated student assignment program and admissions process. Parents are worried that these processes discourage other parents from applying to the TWI program. Parents have created a group called *Friends of Berkeley TWI* in response to the decrease in kindergarten TWI classrooms from five to three. They believe the program is shrinking due to a lack of District support and understanding of TWI research.

Criteria for recommendations

Although there are many alternatives from which to choose when thinking about ways to improve BUSD's TWI program, not all options are realistic. The recommendations provided in this analysis have been evaluated with regard to the following criteria:

- Centered on student achievement
- Equitable
- Politically feasible
- Supported by teachers and principals
- Affordable

Recommendations to improve TWI implementation in BUSD

A number of recommendations have arisen through interviews with BUSD stakeholders and have been vetted in subsequent conversations. However, recommendations that only one or two individuals have supported are not included in this list. All recommendations were considered with the above criteria in mind, and those that did not satisfy the criteria were discarded. Recommendations are listed here in order of priority:

Recommendation 1: Consolidate TWI elementary programs at one school site

1. Formalize a Language Immersion School Working Group and set regular meetings
2. Inform and include parents and BUSD Board members about process
3. Meet with teachers union to start negotiating contracts
4. Research requirements for starting an internal charter school[2]
5. Survey all parents to determine demand
6. Research demographics of current BUSD TWI students
7. Continue intensive outreach to BUSD families regarding TWI program
8. Look at other Districts to see how they have consolidated[3]
9. Work with a professional TWI expert consultant[4]

Recommendation 2: Improve coordination of the TWI program

1. Appoint TWI coordinator as the one language immersion school is being planned
2. Encourage District administrators to strengthen leadership
3. Emphasize the importance of understanding TWI research for decision making at all levels in the District

Recommendation 3: Address concerns for students currently in the program

1. Ensure TWI teachers have equitable resources
2. Schedule time for TWI teachers to collaborate across schools and grade levels
3. Provide release time for teachers to visit other TWI schools
4. Harness community resources to support the TWI program
5. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5

[2] It might be wise to open a language immersion school as a charter school to benefit from the additional flexibility charter status provides. Note that teachers at District charter schools are able to remain union members.

[3] See Appendix: Case Study: Central Language Academy, Ontario-Montclair School District

[4] Suggestions: Kathryn Lindholm-Leary from San Jose State University or Julie Sugarman from the Center for Applied Linguistics

6. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

Recommendation 4: Address concerns related to future students and program growth

1. Use a professional tool to assess the strengths and weakness of the TWI program at each site
2. Improve long-term tracking of TWI students
3. Alter testing structure
4. Change the timeline for TWI program application from February to April
5. Increase transparency of admissions process
6. Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form
7. Improve pre-k language assessment and kindergarten placement
8. Include research on long-term TWI outcomes in all outreach
9. Distribute outreach in multiple forms to reach different types of parents
10. Promote retention in the TWI program

Implementation of recommendations

The first recommendation could stand alone and would address most of the concerns stakeholders have described. The second and third recommendations are meant to be implemented immediately while the first recommendation is planned. The fourth recommendation contains suggestions that are not as urgent, but are important for the District's TWI program moving forward. Based on my interviews, survey data, and a review of the TWI evidence-based research literature, consolidation would address the majority of concerns and complaints relating to the TWI program and would, above all, increase student achievement by allowing teachers to implement the TWI model as intended. A focus group of District staff, administrators, and teachers has agreed to continue meeting to address the barriers to creating one language immersion school. I recommend that the District move swiftly to support this dedicated group with resources, inform and involve the BUSD School Board and parents, and begin all necessary union negotiations and state applications.

Making improvements to BUSD's TWI model will require strong District leadership and coordination. The TWI program in BUSD already possesses dedicated teachers and parents who believe in the program. Implementing the above recommendations, which are supported by the majority of BUSD TWI stakeholders, will solidly improve TWI student outcomes and help to close the unfortunate achievement gap that exists in Berkeley.

GLOSSARY

AMAO – Annual Measurable Achievement Objectives

BCLAD – Bilingual Cross-cultural, Language, and Academic Development

BUSD – Berkeley Unified School District

CABE – California Association of Bilingual Education

CELDT – California English Language Development Test

CST – California Standards Test

DELAC – District English Learner Advisory Committee

EL – English Learner

ELA – English Language Arts

ELAC – English Learner Advisory Committee

ELD – English Language Development

ELL – English Language Learner

EO – English Only

ESL – English as a Second Language

FEP – Fully English Proficient

LEP – Limited English Proficient

LTEL – Long-Term English Learners

PD – Professional development

PE – Physical Education

RFEP – Reclassified Fully English Proficient

SDAIE – Specially Designed Academic Instruction in English

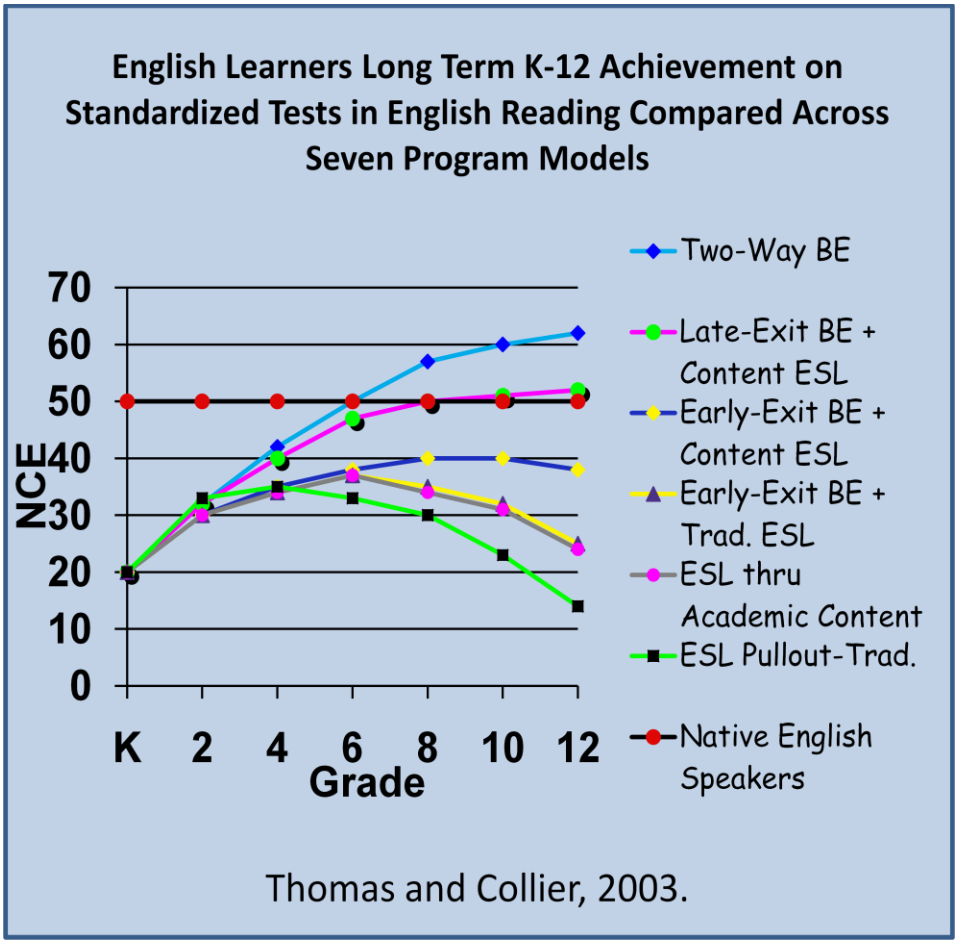
SLD – Spanish Language Development

STS – Standards Test in Spanish

TWI – Two-Way Immersion

Research shows that two-way immersion closes the achievement gap

The two-way immersion (TWI) program is a valuable asset in Berkeley Unified School District (BUSD). Although TWI is one of many programs the District offers, it is exceptionally popular with many parents and teachers in BUSD and has a core group of vocal supporters who strongly believe in the program's ability to close the achievement gap and increase student achievement for students who participate. Research shows that TWI students tend to perform at levels comparable to or higher than their non-TWI peers in the District and state (Howard, 2002; Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002). The chart below represents a study comparing the effectiveness of seven programs for English learners. TWI and late exit bilingual programs with Content English as a Second Language were the only programs where ELs reached the 50th percentile in English reading and maintained it through 12th grade.[5]



[5] Thomas & Collier, 2003.

TWI programs are designed to promote the benefits of bilingualism for their students:[6]

- Enhanced academic and linguistic competence in two languages
- Development of skills in collaboration and cooperation
- Appreciation of other cultures and languages
- Cognitive advantages
- Increased job opportunities
- Expanded travel experiences
- Lower high school drop-out rates for ELs
- Higher interest in attending colleges and universities for ELs

TWI addresses the needs of English learners and "heritage students"

The TWI program is also filling a gap for "heritage students" (those whose parents or grandparents are Latino) who do not speak Spanish. Many Latino parents do not want the same subtractive language model for their children that existed when they attended school. TWI parents love that their children are able to gain academic skills in two languages and attend a school where Latino heritage, history, and language are celebrated. They also appreciate the small class size of twenty students. As one teacher put it, "Spanish speaking students leave here [TWI] with more self-confidence and identity. They are also better prepared academically because instead of sitting in the back of the room, forgotten, they are the stars of the program." Another teacher explained, "Native Spanish speakers have pride in their native language, and all students in the program are challenged by dual language aspects of the program."

Advocates in the District know and understand the evidence-based research supporting TWI

TWI advocates in BUSD know that research shows how helpful TWI can be for English learners in the long-run and that TWI is helping to close the achievement gap in BUSD. They are aware that a well implemented TWI model will help kids become bilingual and bicultural. Advocates understand the rationale for TWI as well as the research that an additive bilingual environment for all students allows ELs to better acquire a second language since their first language is well established *and* allows English speakers to better acquire a second language through immersion. Overall, TWI is an effective program because it is based on the evidence that knowledge learned through one language facilitates acquisition of second language knowledge.[7] According to District data, Latino TWI students are being reclassified as proficient in English at a higher rate than students in the regular program. In addition, as one parent put it, TWI "goes a long way toward helping groups respect each other," when referring to different racial groups in Berkeley.

Dedicated TWI teachers are the program's greatest asset

When asked about the strengths of the TWI program, advocates list several positive attributes. Frequently they start by praising the quality of TWI teachers and their dedication to keeping the program viable. As one principal put it, "The TWI program ends up with a lot of highly inspired teachers." The Friends of Berkeley TWI group held a forum in January at LeConte to inform Berkeley parents about the TWI program, and teachers became emotional listening to Latino

[6] California Department of Education, Language Policy Office
[7] Ibid.

students speak about how much the program had meant to them. It was evident that a deep bond forms between TWI teachers and their students, and it was clear there is a sizeable group of supporters that want TWI to thrive.

Administrators and parents are vocal advocates for TWI

TWI administrators and parents are also cited as positive assets of BUSD's TWI program. The three TWI elementary principals care deeply about and support the program. They have all expressed support for the goals of TWI and for its teachers. TWI parents tend to be involved with their children's schools, which translates into active Parent Teacher Associations and solid participation in fundraisers. It is important to note that Latino parents of TWI students are heavily invested in this program's success.

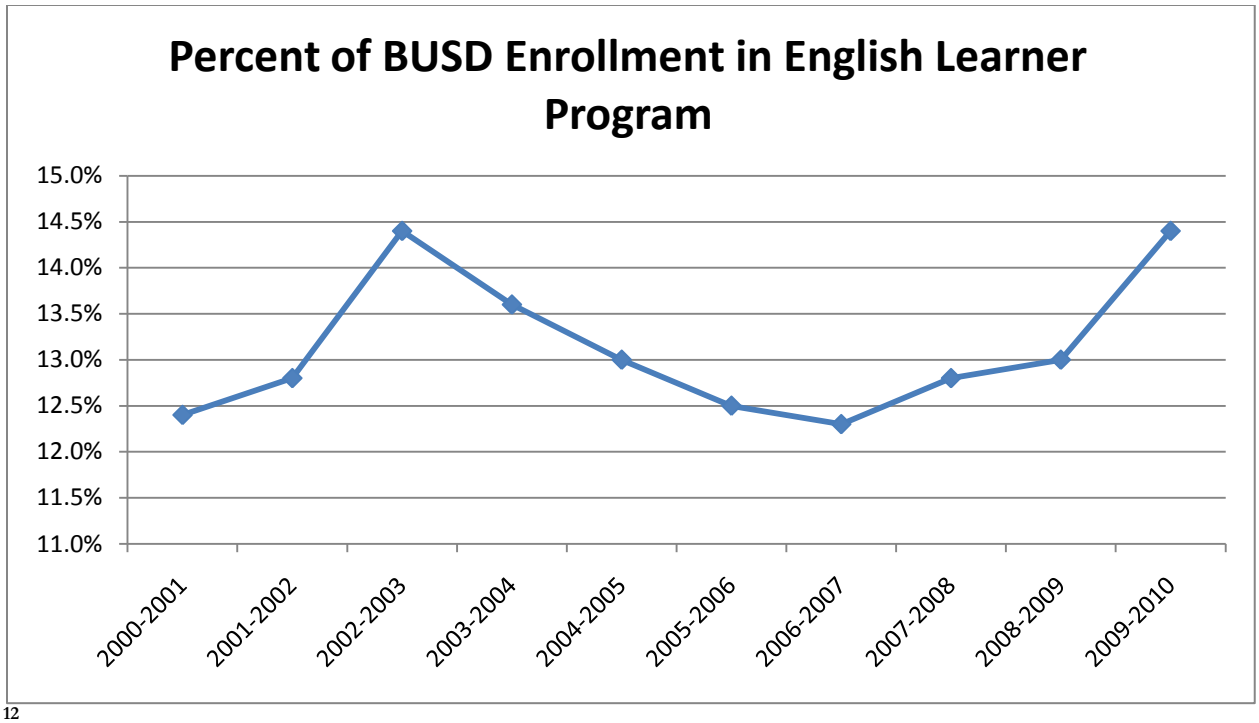
The TWI program prevents some families from choosing to leave the District

Teachers and parents praise the program because it creates the opportunity for children to acquire a new language when their brains are most ready to learn. The fact that Berkeley students can obtain that sort of high level program in a public school is an added benefit. TWI advocates also cite the fact that there is a waiting list for the program as a good indicator of high levels of parent satisfaction, at least amongst the native English speaking population. The fact that the TWI program exists keeps some families in the District that would otherwise choose to leave the District in favor of private school.

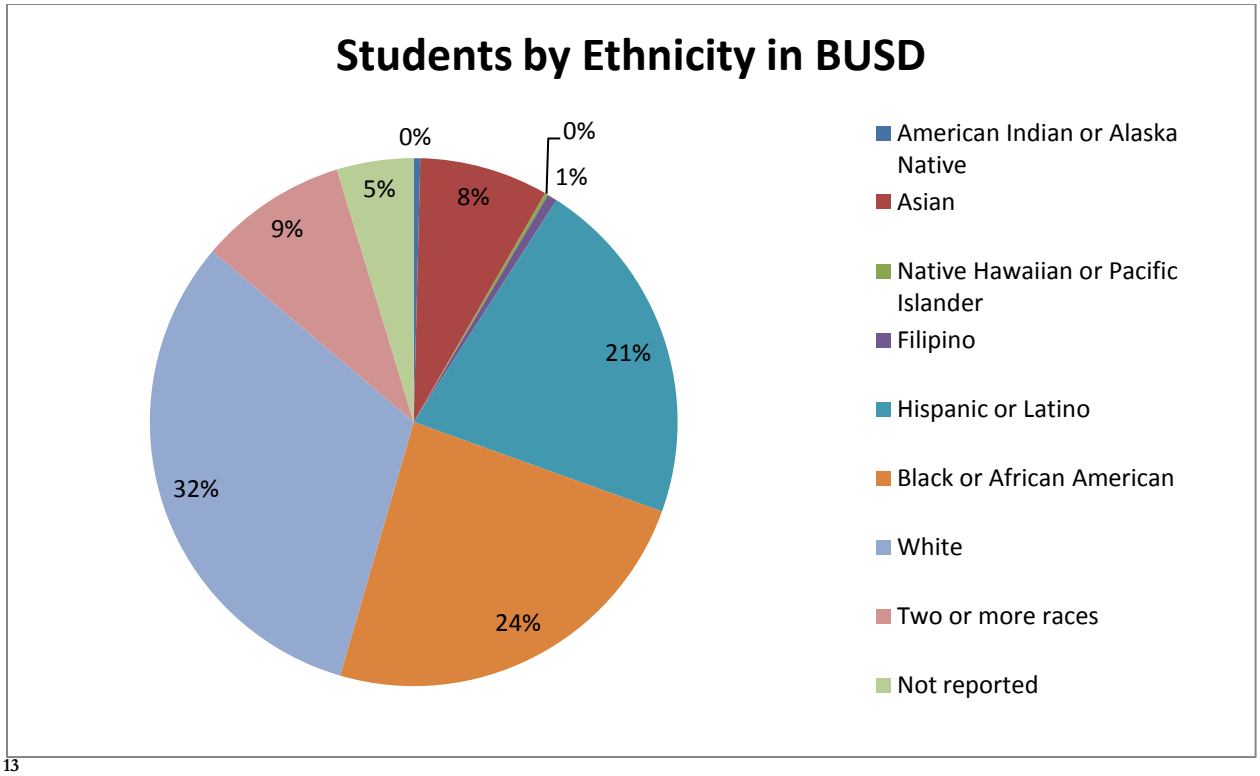
The English learner and Latino populations in the District have increased in recent years

Demographically, the TWI program addresses an important subgroup of BUSD's population. Over the last decade, the percent of ELs in the District has remained fairly consistent, between 12% and 15% of the student population.[8] Spanish is by far the predominant language of English learners in the BUSD. Approximately 8.6% of BUSD students speak Spanish.[9] The percentage of Latino students in BUSD has increased from 13.9% of the District's student population in 2000 to 21.4%[10] in the 2009-2010 school year, slightly less than the District's African American population of 24%.[11]

[8] Ed-Data, District Profile, California Department of Education, Educational Demographics Office
[9] Ibid.
[10] Ibid.
[11] Ibid.



[12]



[13]

[12] Ed-Data, District Profile, California Department of Education, Educational Demographics Office
[13] Ibid.

CONCERNS ABOUT THE IMPLEMENTATION OF THE TWI PROGRAM IN BUSD

TWI advocates express a number of concerns about the implementation of TWI in the District. In BUSD, these concerns fall mainly into the following categories:

I. Fidelity to Model
II. Assessment & Evaluation
III. Support

CONCERN CATEGORY: FIDELITY TO MODEL

There is no official TWI coordinator at the District level

Throughout the interview process, teachers, parents and school administrators voiced their perception that there is little to no District leadership with regard to TWI program coordination. While the District used to fund a 20% teacher on special assignment who served as the TWI coordinator, this position no longer exists. In addition, teachers explained that the previous District role seemed like more of a "mouthpiece" for the District instead of an advocate position for the TWI program. As one principal explained when expressing a desire for a coordinator who serves as a program advocate, "Principals don't always have time to get in and revamp a program." Parents are also concerned that there is no one person or committee that can hold the District accountable for assisting in the support of TWI. According to the California Department of Education, strong leadership and administrative support are listed as elements required for a successful TWI program.[14]

Two-way immersion models vary from District to District

TWI research shows that TWI models differ greatly from state to state and even from school to school. "There are a number of model variations in TWI programs, including the ratio of Spanish instruction to English instruction in the primary grades, the content areas taught in each language, and the separation (or not) of students into groups by ability and/or native language for targeted instruction" (Howard & Sugarman, 2007). Some TWI programs are kindergarten through 5th grade, while others are kindergarten through 8th grade. Ideally, TWI programs can be implemented kindergarten through 12th grade, though this model is not the norm. TWI is commonly implemented at entire schools and sometimes exists as a strand within a school, as in BUSD's kindergarten through 8th grade TWI model. "Nationally, one of the two most common program models is minority-language dominant, which is used in 104 schools (42%). In these "90:10" or "80:20" programs, the minority language is used for instruction 80-90% of the time in the primary grades, with the instructional ratio of the minority language to English generally reaching 50:50 by fourth grade. An additional 85 programs (33%) are balanced programs ("50:50"); the amount of instructional time is equal in the two languages at all grade levels" (Howard & Sugarman, 2001).

[14] California Department of Education, Language Policy and Leadership Office

The model selected impacts outcomes

It is important to note that the model selected for TWI instruction has significant impacts on the potential outcomes of the program. Howard and Sugarman found in their study of four TWI programs that there was a program model effect demonstrating that less Spanish instruction in the early elementary grades results in lower Spanish performance at all grade levels (Howard & Sugarman, 2007). For example, a school that used a differentiated model, where the amount of Spanish instruction varied by native language, produced lower than average Spanish proficiency outcomes for native English speakers and put "pressure on upper elementary teachers to quickly elevate the Spanish proficiency of the native English speakers to allow them to keep pace with their native-Spanish-speaking peers, particularly while engaged with more complex and abstract academic work" (Howard & Sugarman, 2007). Anecdotally, a LeConte teacher who has experience teaching in both 90:10 and 50:50 settings described the dramatic difference between the models. As the teacher explained, "The Spanish is much lower for the kids at LeConte [relative to the 90:10 model where the teacher previously taught] because, with specials, LeConte has closer to a 50:50 model. In this type of setting, a lot of kids tune out and just wait for the English portion of the day."

Federal regulations provide short-term disincentives to implement the most effective TWI model

Howard and Sugarman also discuss the disincentives No Child Left Behind regulations have placed on school Districts to employ the 90:10 Spanish dominant model. "More Spanish instruction in the primary grades…sometimes results in lower mean English performance in the primary grades, with comparable mean performance in English by the upper elementary grades" (Howard & Sugarman, 2007). Due to the high stakes testing culture in California and the fact that students are tested in English, many teachers and administrators feel pressured to increase the level of instruction in English at the lower grade levels even though non-Spanish dominant models have been shown to demonstrate lower levels of long-term achievement. Howard and Sugarman argue that if states implemented testing in Spanish, like Texas, "we believe that more TWI programs would be inclined to implement Spanish-dominant approaches, particularly given the higher levels of Spanish they seem to promote without any long-term sacrifice to English language development for either native language group" (Howard & Sugarman, 2007).

Model fidelity matters

While there are differences in TWI implementation across states and Districts, most social and educational programs are concerned with "fidelity to model," the idea that a program is being implemented in the same – or in a very similar – way at each implementation site within a given program area. Model fidelity ensures that outcomes are comparable and that they truly measure the effects of the program itself. The fact that BUSD's TWI program lacks fidelity to model is significant because research has shown that TWI programs are effective when implemented well. If the program is inconsistently implemented, student achievement can suffer.

It is unclear which TWI model the District uses

In BUSD, there is a difference between the model the District says it uses and the models that are actually implemented at individual school sites. Some teachers have even asked, "What model?" Holding grade level constant, depending on the school, and even the individual classroom, different percentages of the day are taught in Spanish and English. According to the TWI binder provided by the District, kindergarten students are instructed somewhere between 80-90% of the day in Spanish

and 20-10% of the day in English. However, in a DVD provided by the Office of Family and Community Partnerships (OFCP), the levels of Spanish/English instruction as estimated at:

Grade	K	1	2	3	4	5	6	7	8
Percentage (Spanish:English)	75:25	70:30	60:40	50:50	40:60	40:60	35:65	15:85	15:85

Lack of guidelines from the District leads teachers to create their own models

However, talking to teachers at the three TWI elementary schools quickly reveals that their days do not reflect the stated model. New teachers have explained that there are no clear guidelines coming from the District regarding the amounts of time they should spend teaching each day in English or Spanish, which leads to a lack of consistency from classroom to classroom. Teachers at different schools disagree on the percentage of Spanish they should teach at their grade level. A 4th grade teacher at LeConte estimated that they should be teaching 50% of the day in Spanish, while a 4th grade teacher at Cragmont said their day should be 70% Spanish. Note that both of these stated percentages are different than the District's percentage of Spanish for 4th grade in the chart above.

Each school site has developed its own system

Lack of fidelity to model is partially due to the individualism of many of Berkeley's teachers.[15] They are highly educated and have unique teaching styles that they have perfected over years of practice, often times in other Districts and other programs for English learners. The lack of consistency in BUSD's TWI program implementation is apparent when one considers the following few examples:

- At LeConte, 4th and 5th grade students are mixed in together for a portion of the day, regardless of whether they are in TWI.
- At Cragmont, 3rd, 4th and 5th grade TWI students rotate between 2.5 full-time equivalent teachers in various permutations. Consequently, 4th graders at Cragmont spend a higher percentage of their day learning in Spanish. According to a teacher at Longfellow, students from Cragmont's TWI program consistently enter middle school with higher levels of Spanish fluency.
- At LeConte and Rosa Parks, all students are instructed in both Spanish and English every day.
- At Cragmont, languages are not taught by subject, but by day and time: 3rd, 4th, and 5th graders are instructed in English and Spanish during alternating weeks. In kindergarten, 1st, and 2nd grades at Cragmont, English is spoken only on Fridays.

Operating the TWI program as a strand creates conflicts

The strand within a school model that BUSD currently operates is challenging on many levels. One teacher wrote that the most challenging aspect of being a TWI teacher in BUSD stems from the fact "that we are a TWI strand within a school rather than a whole TWI school." The strand model can also lead to awkward divisions within schools and tensions between teachers. According to a teacher at Cragmont, English only teachers "hate TWI" and think that it is easier and that they [TWI

[15] This would not necessarily be the case if there were someone at the District who held teachers accountable for fidelity to a model.

teachers] have the "best kids" and an easier time teaching For administrators, it is challenging to create the academic schedule and hire resource teachers that are bilingual at each school site.

The lack of bilingual resource teachers limits the amount of Spanish taught

Teachers struggle to keep the focus on Spanish because few of the resource teachers are bilingual. One teacher explained, "All pull-outs are in English (library, garden, science, cooking, Playworks). We are required by the District to teach math in English. We also have daily structured English Language Development time. It makes it difficult to do the ideal percentages of Spanish." Another teacher, who works with TWI students only in the afternoon, complained that on "Mondays and Fridays music cuts into the afternoon, as does PE on Tuesdays." One kindergarten teacher makes up for the fact that students hear nothing but English outside her classroom by doing all of her instruction in Spanish, but admits that it is not always possible to teach even 80% of the day in Spanish. Another teacher explained that it is not possible to calculate the percentage of each day taught in Spanish due to schedule changes, and although all BUSD TWI elementary teachers should be teaching at least 50% of the day in Spanish according to the ideal evidence-based TWI model, many have admitted that they teach more in English than in Spanish. According to the teachers at Rosa Parks, although content should be taught in Spanish at the 4th grade level for about 60% of the day (by their conception of the District's model), the teachers teach Math, Science, and PE in English. At the end of the day, instruction is only taught in Spanish for about 20% of the day. Parents have complained that the District's failure to hire bilingual resource teachers indicates their lack of concern for the TWI program, while District officials have spoken about the difficulties in finding qualified bilingual resource teachers for multiple school sites. As one teacher put it, "I should be teaching 40% of the day [in Spanish]. However we are not given Spanish materials for Math. I cannot, in good conscience, teach Language Arts in Spanish only; therefore my hands are tied behind my back and I can only teach 10-20% in Spanish."

The strand model does not protect linguistic equality

TWI programs are meant to teach students that all languages have inherent value, and the model works best when time in each language is valued and protected. The strand model means that TWI schools in BUSD are primarily English speaking schools and are not "bicultural." As a teacher explained, "Immersion means students are *immersed* in a language. The support staff at our school is wonderful; however, most do not speak Spanish. Spanish is diluted each day because students don't need to speak it outside of the classroom." This leads to issues of linguistic equality. As one teacher explained, "One of the challenges is getting students to use Spanish in the classroom. They tend to use English more than Spanish when interacting with one another and need frequent reminders to use Spanish." Teachers have repeatedly talked about how challenging it has been to introduce children to a new language while maintaining strength in their native language, especially when there is a lack of time in Spanish instruction.

English Language Development is not always taught intentionally

While the District is currently implementing a new English Language Development (ELD) program, teachers have explained that ELD time is not always protected, and ELD is not consistently taught. Parents at Cragmont worried that their children were not hearing enough English during the day while parents at Rosa Parks have expressed concerns that ELD is not rigorous enough for monolingual Spanish speakers and that the TWI program "does not prize high academic rigor in Spanish." According to a teacher, "There is no scope and sequence for ELD to teach transferable

skills for kindergarten through 5th grade." As another teacher put it, during ELD and SLD time, "The teaching is not always intentional. Teaching is done *in* the language sometimes, but it is not necessarily *about* the language when it should be." A teacher who came from another District with a structured ELD program said, of BUSD, that "ELD is non-existent – not systematic, not always protected… there is a shocking level of ignorance amongst teachers in BUSD when it comes to what an ELD block is supposed to look like."

The diversity of the TWI program causes concerns

There is a common conception in the District that the TWI program does not represent the many ethnic groups in BUSD and that, by design, it will attract a population that does not mirror the District's diversity. Integration and demographic issues involving the school assignment plan are highly political, and the BUSD Board has recently investigated the extent to which TWI and non-TWI classroom demographics differ within the three TWI elementary schools. Contrary to popular belief, across the three TWI elementary schools, the African American population is only 2% less on average in TWI classrooms than non-TWI classrooms.[16] The Latino population, however, is 11% lower in TWI classrooms on average across the three TWI elementary schools while the White population in TWI classrooms is 15% higher than the White student population in non-TWI classrooms at the three TWI elementary schools.[17] As a result, some Latino, Spanish speaking families are concerned that the TWI program is more of an enrichment program for White children than a program that will help their children excel. Many Spanish speaking families decide to place their children in English only classrooms at the seven other BUSD elementary schools where they receive Specially Designed Academic Instruction in English (SDAIE). Emerson, for example, is roughly 25% Latino, but it is not a TWI or bilingual school.

Attrition from the TWI program impacts schools

Attrition in the upper elementary grades leads to concerns about the balance of students in the TWI program. At Cragmont, Spanish speaking students tend to leave the program at higher rates than their English speaking peers. Teachers believe this is because parents are concerned their Latino children are not learning enough English. One principal explained that students sometimes leave the program due to personality conflicts with other students. When there is only one TWI class within a school, and students are expected to stay with each other year after year, some students choose to leave the program rather than stay in a class where there is a personality conflict. It is interesting to note that although Rosa Parks had a larger TWI program than Cragmont in the 03-04 school year, more TWI students from Cragmont Elementary remained in the TWI program at the middle school level. From the 03-04 school year to the 07-08 school year, 44% of elementary TWI students continued with the middle school TWI program, 35% of elementary TWI students moved to an English only program in BUSD, and 21% of elementary TWI students left BUSD.[18]

[16] Some teachers have said they believe African American families and other groups would be even more interested in TWI if the District promoted the program more to all ethnic groups. They say many African American families comment every year that they would have applied to the TWI program if they had known it existed.

[17] See Appendix: BUSD TWI Elementary Enrollment Data by School and Ethnicity

[18] Berkeley Unified School District, Office of Evaluation and Assessment

CONCERN CATEGORY: ASSESSMENT & EVALUATION

The mix of students is an essential component of the TWI program

TWI works best when students are carefully assessed and selected based on their language characteristics and placed into classes in pre-k or kindergarten. According to one researcher, "Students learning to speak English are integrated, often in a 50/50 split, with students who are monolingual English speakers. All children gain a second language, but students learning English are introduced gradually to the language… the goal is bilingualism and biliteracy for all students" (Cary, 1997). While it is preferred for classes to be split evenly between native English speakers and native Spanish speakers, research has shown that the model can be successful as long as "no more than two thirds of the students are native speakers of either language" (Howard & Sugarman, 2007). The District would ideally like to have true ELs represent 50% of its kindergarten TWI classes. Currently, bilingual students are allowed into the program when there are not enough students who speak Spanish only. According to Christina Faulkner at the District, "That isn't a common component, but we have been having bilingual students in order to have as many classrooms as they have previously had open."

Problems become exacerbated if the mix is not balanced from the beginning

Balance is essential to ensure teachers can implement the TWI model. A kindergarten teacher at LeConte explained that she ended up teaching procedures and conflict management in English because the majority of her students were native English speakers. In contrast, the following year, her class was more balanced. She had eleven students that were fluent in Spanish, and the class excelled in writing and reading. When classes are not balanced from the beginning, the problem becomes exacerbated at higher levels due to attrition. As a teacher explained at Cragmont, most of the 3rd graders are native English speakers, which makes the TWI model difficult to implement.

Children's language proficiency is not always accurately measured by the QIA

Kindergarten teachers have complained that students are often classified incorrectly, leading to an imbalance of Spanish and English speakers. Often times, students' language abilities do not match the QIA test results.[19] Teachers and parents believe this has to do with the way the QIA is administered. Parents believe that the person giving the test to incoming kindergartners is not fluent in Spanish. They also complain about the structure of the exam. Many students at that age are not willing to speak to strangers at all, which could lead to erroneous conclusions about their level of English and Spanish. One kindergarten teacher explained that she personally knows children who are fluent in Spanish that tested low in Spanish on the QIA.

There is insufficient data to assess whether the TWI program is living up to its full potential

As Heather Tugwell, BUSD's EL Coordinator, explained, there are 175 ELs at Berkeley High, but the data system does not indicate a student's TWI designation. For example, if someone wanted to look at the outcomes for a particular English learner at Berkeley High School and used the data system to look at their growth over time, it *would* be possible to tell which elementary and middle schools the student attended, but it would *not* be possible to see if the student had been enrolled in the TWI program. This makes long-term tracking difficult, and it is nearly impossible to look at

[19] The QIA, or Quick Inventory Assessment, is a five minute test the District uses to determine a student's proficiency in English and Spanish before they enter school.

TWI trends over time. The system does not organize information in a way that allows literacy coaches, teachers, and administrators to evaluate the TWI program at individual sites and make changes to improve the program.

BUSD's presentation of short-term data misrepresents the long-term successes of TWI

Some parents and teachers were upset about the way data on ELs was presented at the BUSD Board workshop on March 9, 2011. For example, the Berkeley Evaluation and Assessment Office presented several charts showing Spanish Speaking EL/RFEP scores including a performance summary using 2nd through 7th grade that compared the bilingual, TWI, and SDAIE programs. According to the CST Math scores shown, TWI students were not performing as well as students in the SDAIE or bilingual program. However, research has "consistently found that it takes six to eight years for ELLs to reach grade level in L2 [second language], and only one-way and two-way enrichment dual language programs have closed the gap in this length of time" (Thomas & Collier, 2004). By comparing ELs in earlier grades, BUSD depicted an unfair representation of the long-term benefits of participating in a TWI program. In fact, presenting information in this way can be detrimental to the long-term success of the program because it scares parents into believing TWI is inferior – parents look at the short-term scores and think the TWI program will not help their children. Parents have expressed a desire to see long-term data on ELs, including high school graduation and college acceptance rates, presented to the public. This would allow all parents to get a clearer picture of TWI program outcomes.

Data is not always complete or protected

A 2009 BUSD internal document titled "An Analysis of CST data for TWI programs" was produced, but was not publicly shared because it was not comprehensive due to the limited data included (CST exam only) and small sample size. This document was somehow released to the public, and BUSD staff is concerned about misrepresentation or misuse of the report.

CONCERN CATEGORY: SUPPORT

TWI teachers frequently lack comparable resources

Teachers across the three BUSD TWI elementary schools have consistently complained that there is a lack of support from the District for TWI. They responded that, "materials are always being forgotten." One teacher explained:

> "Many materials need to be developed; much of the curriculum is teacher-created. Our "programs" (Teachers College Workshop, Growing Readers, Lucy Calkins writing, Welcoming Schools) are all in English and require translation, but we're never given extra time or funding to do this time-consuming work. Reading books for students (a big part of our Language Arts program) are more difficult to find and even more difficult to level. Leveling our classroom libraries is a major undertaking and we are not given the support to take it on properly. The District provides little if any guidance, we have little if any scope and sequence and articulation through the grade levels, so there are serious holes in the language experience of the students. Because we are given so little time to address these issues, where we could be soaring; our wings are clipped."

As an additional example, many TWI teachers found it more difficult to do their jobs when the District ordered Everyday Math books and supplies in English even though many TWI teachers depended on teaching math in Spanish in order to reach the desired percentage of daily Spanish instruction. The Spanish materials at each school site depend on what teachers are willing to buy with their own money and what principals can afford in their budgets. One principal had to use school funds to buy math materials in Spanish and a teacher at Cragmont reached out to a colleague in Richmond to borrow their Everyday Math textbook in Spanish and make photocopies.[20]

TWI teachers do not have adequate professional development

Some teachers have complained that professional development (PD) in BUSD does not focus on second language development, that it is not collaborative, and that it is not cohesive. Throughout the interview process, TWI teachers consistently mentioned ineffective PD, and one new teacher said that her job was made more challenging due to the lack of "clear professional development for my Spanish teaching and no District leadership." As it stands, TWI teachers have said they receive one day of PD per school year. They are told to stay and attend PD with all teachers even though most PD sessions do not address the needs of teachers of EL students.

TWI teachers do not have organized time to collaborate

To supplement the one day of official PD, TWI teachers often meet on their own time, without pay, to plan, coordinate, and share best practices. The lack of official collaboration makes it impossible for the District to have a seamless program and results in teachers reinventing the wheel instead of planning together to improve instruction. As one teacher explained, "It makes a big difference when teachers are able to collaborate with one another. As it exists, teachers are not brought together across school sites. Right now, we have two programs existing in one school. A lot of teachers are alone in their planning. Teachers in a given grade level can collaborate on content, but not

[20] Many TWI teachers continue to teach math in Spanish although the District prefers math to be taught in English.

necessarily on the particulars of any given lesson since they are teaching in different languages." Teachers have explained that they have coordinated resources to teach in English, but that they lack books in Spanish and often have to buy them with their own money, which means they are not necessarily teaching the same curriculum as other TWI teachers in the District in their same grade level. According to a teacher at Cragmont, several TWI teachers got together over the summer to order books in Spanish, but had still not received the books by October. Since they do not always have the resources that they need in order to teach, they spend a lot of time creating their own curriculum in Spanish for their students. The current process, where teachers work in isolation creating their own materials, is not an efficient or organized way to teach English learners.

Students who are falling behind are not always supported

Parents are also concerned about a lack of support for students in the TWI program who are falling behind. There is limited after school support for parents who are monolingual in either language. As one Rosa Parks parent put it, "There are many obstacles, and as it is right now… we need a lot of tutoring in the immersion program, and we needed it five years ago." Another parent explained, "The overall sense is that BUSD treats TWI as a nuisance instead of as a valuable program." Some monolingual parents have expressed worries that they will need to take their children out of TWI if they do not receive extra support when they fall behind.

There is a growing tension between parents who support TWI and the District

Much of the tension between parents and the District stems from concerns from parents and teachers about the extent to which the District supports the TWI program and the extent to which the District conducts education and outreach to attract Spanish speaking students into the program. When the TWI program in BUSD shrank from five kindergarten classrooms to three in 2010, parents and teachers formed the Friends of Berkeley TWI group (Amigos de Inmersion Dual de Berkeley) and have held several large community meetings, a couple with over 100 parents and supporters, to discuss issues with the TWI program and brainstorm solutions. The group is made up of both English speaking and Spanish speaking parents, and all of their community meetings have been held primarily in Spanish (with English translation). The group has also met individually with District staff and Board members and maintains an email listserv with over 150 members. Several teachers and parents have expressed during interviews that they believe the District does not support the TWI program, does not promote it in the community, and does not consider the TWI program a priority.

Latino parents are not satisfied with the District's outreach to Latino families

According to notes from a Friends of Berkeley TWI meeting, the "District needs to have much better communication with Latino families." They reported that the District never told teachers the results of progress student made after a two month tutoring program. Parents were also upset that the District-created video explaining language programs does not include long-term data comparing the TWI, bilingual, and English-only programs, which they believe is part of the reason some Latino families are choosing not to enroll in TWI. In June 2010, Latino parents at a Friends of Berkeley TWI meeting reported that they are unaware of any District contact information for a Spanish-speaking person that can answer questions about TWI. They also report that when they started recruiting on their own last year, there was "virtually no information coming from the District about TWI into the Latino community."

BUSD's current outreach is not always visible, accessible, or welcoming to Latino families

Conversations with the District reveal that BUSD has taken some steps, especially within the last year, in response to parent concerns to engage with the community and promote TWI. However, most of the actions BUSD has taken to promote TWI are not very visible. For example, the District's written material explaining the TWI program in Spanish is hard to access. When I visited the Annex to obtain materials about TWI, the folder containing handouts was empty. I was told that they were out of materials about TWI, but that there were usually flyers in the folder in both English and Spanish. I returned two subsequent times over the next couple weeks, and each time the folder was still empty. It was only when a parent emailed me a copy he had scanned into his computer that I was able to see the flyer the District created. The parent pointed out differences between the brochures the District had created and the brochures the Friends of Berkeley TWI had made.[21] The BUSD brochure indicates that the reason the classes are split evenly between Spanish and English speakers is so Spanish speakers can model Spanish for the English speaking kids. As the parent lamented:

> "The fact that this was the way the District chose to describe and 'sell' the program is, to me, at the very heart of the problem. First of all, it plays right into the myth in the Latino community that TWI exists as a way of using Spanish speaking kids to teach English speaking kids Spanish. In fact, it says that directly. Second, it shows no understanding of the real benefits of TWI for Spanish speaking kids. If that is the message that the District is sending out, it is no wonder they have had a hard time recruiting Spanish speaking families into the program. And it's a good example of why "Friends of Berkeley TWI" decided we needed to, and could, do better… And we've had some great partners in the District, like Maya Hernandez, Jen Corn, and many teachers and principals. But it shouldn't fall to parents - this should be the job of the District, to promote one of the only programs that has been proven to close the achievement gap and raise the HS graduation rate for Latino students."

Administrators and teachers are not always satisfied with District communication to Latino families

In fact, parents are not the only group that complains about the insufficient BUSD materials provided in Spanish. A principal reported that the biggest problem with TWI is that the "District doesn't do a good enough job translating the materials from English to Spanish for families." A teacher told me that when the District banned "silly bands" from BUSD schools, the letter in Spanish from the District was so poorly translated that the teacher was embarrassed and threw the letters away rather than send them home with students.

Teachers and parents do not agree with the District that there is a lack of Latino families in BUSD

Members of the District and administrators have consistently mentioned that there might not be enough Spanish speaking families in the District to support more TWI classrooms. However, teachers and parents have repeatedly reported that they personally know many Latino families who choose not to place their children in the TWI program either because they do not know the program exists or they believe a myth about the program, such as the myths that their children will not learn English or that they cannot register after February. Teachers and parents believe there is simply a lack of information about the TWI program in the Berkeley community and that many Latino

[21] See Appendix: BUSD TWI Outreach Materials Compared to Friends of Berkeley TWI Outreach Materials

parents have never seen the research on TWI programs and do not understand that gains in test scores will not be realized until middle and high school.

Parents feel compelled to act in the absence of strong District support

As it currently stands, outreach is somewhat disjointed, with parents doing one thing and the District doing another. Friends of Berkeley TWI, working with teachers and Maya Hernandez, put on a TWI forum in January 2010 in order to recruit Spanish speaking families to BUSD and the TWI program in general and to try and inform Spanish speaking parents about the benefits of TWI. About 30 new people attended the forum, which was conducted entirely in Spanish without any English translation. TWI students from middle school through college age spoke about their experiences in the program, which were overwhelmingly positive. The forum was just a first step and shows the possibilities that exist for positive outreach and education about the TWI program. However, it was organized almost entirely by parent leaders and cannot reasonably be replicated on a regular basis without more District support.

The admissions process is inaccessible for some parents

The admissions process in BUSD is complicated for all parents, especially those that do not speak English well. At the BUSD Board workshop on March 9, 2011, District officials presented data on the diversity in parent educational backgrounds and commented that the range of education "gives a range of needs." Many parents work long hours or multiple jobs and do not have time to research all the programs BUSD offers for its students. Teachers, parents, and administrators have expressed their concern that the admissions process is inaccessible for many BUSD parents. As LeConte Principal Cheryl Wilson explained at the same BUSD Board workshop, "The parent who doesn't speak English or the parent who is working two jobs – they are not necessarily going to do that advanced enrollment by Feb 4... I know that there is a huge population that we are missing." According to one parent, "The District is not taking into consideration the cultural realities about enrolling so early," and expressed a belief that the decrease in the size of the TWI program might be reversed if the admissions process were easier to understand and later in the spring. Another parent explained, "I have heard horror stories from parents about wanting to get into the program." According to her, there are monolingual Spanish speaking parents with bilingual children on the TWI waiting list.

There is considerable confusion surrounding the admissions process

Melisandra Leonardos, Admissions Office Manager, explained that there is a lot of misinformation in the community regarding the TWI program. For example, she received a call from a parent who did not reside within the District who told her that she attended the Kinder Fair and was informed that, since her child was Spanish speaking, the child would be accepted into TWI even though she did not reside in the District. This is not the District's protocol, and the parent was upset. According to the District, there are spots left open for Spanish speaking students to be added to TWI classes through the summer. However, many parents are concerned that the number of TWI classes is set based on the number of native Spanish speakers who enroll by February. Even if spots are left open to fill those classes, parents are worried that no additional classes are contemplated even though Spanish speakers may enroll late and request the program. Other parents are afraid that since their child learned a little English in pre-k, they will be considered bilingual and then not be considered for the TWI program. Clearly, there is a great deal of confusion surrounding how students are actually placed in TWI, and parents have called for more transparency.

CRITERIA FOR RECOMMENDATIONS

Although there are many alternatives from which to choose when thinking about ways to improve BUSD's TWI program, not all options are realistic. The recommendations in the following section have been evaluated with regard to the following criteria:

1. **Centered on student achievement:** It would not be valuable to alter the TWI program to simply make adults' lives easier. Any and all changes must consider the impacts on students and should only be made if they increase student achievement, specifically with regard to helping ELs reach proficiency in both academic and spoken Spanish and English and ensuring students gain an understanding of Latino culture.

2. **Equitable:** BUSD has long been concerned with ensuring equity in its programs. All program alterations should equitably improve the academic circumstances of *all* students and work to close the achievement gap that currently exists in BUSD.

3. **Politically feasible:** BUSD is closely watched and scrutinized by members of the local, state, and national community. Any alternatives that upset key community groups will likely not be implemented. The District is concerned about Spanish speaking families in the program, Spanish speaking families who do not currently support the program, and English only families of all racial and ethnic groups.

4. **Supported by teachers and principals:** If teachers and school administrators do not support program recommendations, they will likely not be implemented effectively. All three TWI elementary principals were interviewed for this analysis, and teachers were all given the opportunity to fill out a survey indicating their level of support for many of the following recommendations.[22] Recommendations were carefully selected to decrease the divisiveness of the TWI program.

5. **Affordable:** Given the current condition of the state budget, it is not likely that any expensive recommendations will be implemented. The uses of resources as well as personnel issues have been considered.

[22] See Appendix: Support for Selected Recommendations amongst a Sample of BUSD TWI Teachers

RECOMMENDATIONS

Planning ways to improve the TWI program is not a new conversation in BUSD. Many individuals have ideas and alternatives for how to make improvements. The following recommendations have arisen through conversations with BUSD stakeholders and have been vetted in subsequent conversations. Recommendations that only one or two individuals have supported are not included in this list. In addition, all recommendations were considered with the above criteria in mind, and those that did not satisfy the criteria were discarded.

Recommendations are listed in order of priority:

- **Recommendation 1:** Consolidate TWI elementary programs at one school site
- **Recommendation 2:** Improve coordination of the TWI program
- **Recommendation 3:** Address concerns for students currently in the program
- **Recommendation 4:** Address concerns related to future students and program growth

The first recommendation could stand alone and would address most of the issues stakeholders have identified. The second and third recommendations are meant to be addressed immediately while the first recommendation is planned. The fourth recommendation contains suggestions that are not as urgent, but are important for the District's TWI program moving forward.

RECOMMENDATION 1: CONSOLIDATE TWI ELEMENTARY PROGRAMS AT ONE SCHOOL SITE

As long as BUSD continues to operate TWI strands at three separate elementary schools that are not staffed with bilingual resource teachers, BUSD cannot hope to realize the gains that are possible from a well implemented TWI model. I recommend that the District move with all deliberate speed to consolidate the TWI elementary programs at one school site. The benefits to creating one language immersion school outweigh the costs. On April 14, 2011, District staff, school administrators, and teachers attended a Focus Group to discuss the benefits of and barriers to creating one language immersion school in BUSD. The benefits below are summarized from that conversation and represent many, but not all, of the arguments for consolidation. Consolidation would likely:

- Focus and consolidate resources, including the concentration of bilingual staffing and the pooling of expertise in second language acquisition in the District in order to support a robust program
- Increase student achievement – by consolidating the TWI program at one elementary school the District could implement a true 90:10 model (due to bilingual staffing), which has been shown to lead to increased academic outcomes for all students in the program
- Lead to the creation of coherent curriculum and strategies
- Make it easier to organize professional development focused on TWI
- Empower the Latino community in Berkeley
- Create a showcase for the District
- Make it easier to conduct TWI outreach
- Improve intervention and support for Spanish speaking students, including more focused ELD groups
- Improve staff morale and camaraderie amongst students and staff – instead of having two strands that compete with and misunderstand each other, all staff at the school would have a clear identity and unified purpose
- Facilitate transition to secondary level for students
- Make it easier for the TWI program to be bicultural and set both languages on equal footing

While there are numerous benefits to creating one language immersion school, there are multiple issues the District will need to address moving forward. Over the next several months, I recommend that the District formalize a Language Immersion School Working Group to address the following challenges related to consolidation:

- Location
- Timing of implementation
- Staffing and reassignment
- Student recruitment
- Student retention
- Transportation

- Zoning
- Model
- Languages included[23]
- Diversity
- Eligibility
- Accountability and testing systems
- Impact on schools that no longer have TWI[24]

Recommended first steps:

1. Formalize a Language Immersion School Working Group and set regular meetings
2. Inform and include parents and BUSD Board members about process
3. Meet with teachers union to start negotiating contracts
4. Research requirements for starting internal charter schools
5. Survey all parents to determine demand
6. Research demographics of current BUSD TWI students
7. Continue intensive outreach to BUSD families regarding TWI program
8. Look at other Districts to see how they have consolidated[25]
9. Work with a professional TWI expert consultant such as Kathryn Lindholm-Leary from San Jose State University or Julie Sugarman from the Center for Applied Linguistics

There is already considerable support at the top of the District for creating one language immersion school
As Bill Huyett, BUSD's Superintendent, said, "One of the things that does hold us back somewhat is that we are very spread out, diffused, segmented – teachers don't get enough time to collaborate. We are very ambitious in Berkeley trying to do everything, everywhere, all the time, forever and ever rather than having consolidated quality and really working at having a really great program. And I think TWI is a good example of that." Mr. Huyett understands that many parents want their kids to speak English in the classroom and want their children to be able to compete right away. Mr. Huyett explained that we need to focus on how to bring programs together and expressed his desire to consider moving to a one language immersion school model. "When you have a whole school that's TWI, that school gains a reputation, and the word gets out, and that may be something we want to consider," said Huyett. He continued, "This year we made quite a bit of effort to communicate better, but there were still people who didn't get the word, and having a school that focused on that, their rep alone would get the word out and build more interest in TWI."

Teachers and principals at all three TWI elementary schools have expressed their support
Evelyn Bradley mentioned that it will "take a team of committed people" to pull it off. Paco Furlan also expressed his support for one TWI elementary school saying the BUSD should pursue

[23] Some schools in California offer more than two languages in their immersion programs. For example, Central Language Academy in the Ontario-Montclair District and the Escuela Bilingüe Internacional include Mandarin in their programs.
[24] The working group should invest time planning how to mitigate the negative impacts on the schools that lose their TWI programs. However, it is worth pointing out that test scores in the early TWI elementary grades are generally lower than average, so it is possible that the schools' average test scores will actually rise if they no longer have a TWI program.
[25] See Appendix: Case Study: Central Language Academy, Ontario-Montclair School District

"economies of scale, our ability to do things like class size configuration, and curriculum and PD, become much easier to do and creates a better and stronger experience for ELL students because we can truly provide an environment that is bilingual, and there are probably a lot of parents in this room that are thinking, 'Oh my gosh, what does that mean for me? What does that mean for my community?' And I want to remind folks that the reason why these programs started was for our ELLS, and I realize we are not talking about other possibilities, but there are plenty of possibilities for one way immersion and for language that I think could be addressed… I would very much support consolidating and creating a really strong program and have a blue ribbon school in Berkeley."

Many parents in the District also support consolidation

As one LeConte parent explained, "It's not only a bilingual education, it's a multicultural education… some of the AA children who came into the program when my daughter came, they left, I think, because they didn't have the support in Spanish. If it was all consolidated into one school, the teachers could help them in after school programs." Another parent explained that one TWI school could "Provide an even greater bridge and serve as a center for Latino heritage and culture in our community." Support for a one school model was extremely high at the various Friends of Berkeley TWI community meetings that have been held.

RECOMMENDATION 2: IMPROVE COORDINATION OF THE TWI PROGRAM

Whether or not one language immersion school is created, it is necessary to address immediate concerns to improve TWI implementation in BUSD. This recommendation involves three components:

1. Appoint TWI coordinator as the one language immersion school is being planned
2. Encourage District administrators to strengthen leadership
3. Emphasize the importance of understanding TWI research for decision making at all levels in the District

1. Appoint TWI coordinator as the one language immersion school is being planned

While the Language Immersion School Working Group is working to address barriers to consolidation, the District should take immediate steps to increase the support of the TWI strands at its three elementary schools. First and foremost, there should be a designated person to coordinate the TWI program and strengthen District leadership. Many teachers and parents believe the most effective way to address inconsistencies between the TWI programs would be to appoint a TWI coordinator at the District level. Their main role would be to coordinate the TWI program to ensure model fidelity across the District. This position must be distinct from the ELD coach's role as TWI is not the only program for ELs. Suggested duties for the coordinator include:

- Centralize, organize, and order resources
- Work with the Office of Family and Community Partnerships to market the TWI program to incoming parents
- Schedule regular meetings for teacher collaboration
- Organize professional development specifically for TWI
- Create a centralized archive of lesson plans and ideas
- Help translate materials
- Serve as a liaison for "professional learning communities" for TWI teachers
- Find resources to adapt District programs like Teachers College Reader's Workshop to be applicable for TWI
- Answer teachers' questions about TWI
- Advocate for TWI teachers in the District

2. Encourage District administrators to strengthen leadership

Overall, TWI teachers want more structure, guidance, and leadership from District officials. Having a TWI coordinator at the District level would send the signal that the District supports the program. TWI teachers often need additional support due to the difficulties surrounding teaching language learners. For example, teachers and parents have requested the Superintendent's presence at TWI events in order to show that the District supports the TWI program. Strong leadership from central administration will lead to increased morale amongst TWI staff. Research shows that successful TWI programs have a shared vision and culture. According to researchers:

> "There will always be disagreements and compromise on the subtleties of decision making, but the actions of the program staff are based on strong, unified philosophical orientation that defines the culture inside the school as well as how the school defines itself to the outside world. Finally, these programs demonstrate strong model fidelity, with a clear, consistent, and defensible model that is supported and carried out in all classrooms, yet that still allows teachers flexibility and the opportunity to play to their individual strengths" (Howard, Sugarman, & Rennie, 2007).

3. Emphasize the importance of understanding TWI research for decision making at all levels in the District

The TWI coordinator could summarize TWI research for District staff.[26] I also recommend that District leaders, including Board members, District officials, and TWI administrators, attend conferences on bilingual education, like the California Association for Bilingual Education (CABE), which offers workshops and discussions for District leaders. San Francisco Unified School District leaders have attended, and many school Districts have created CABE chapters and are recognized for their achievements with ELs. The more District leaders know about language acquisition, the better decisions they can make.

[26] Recommended article: Thomas, W. & Collier, V. (2004). *The astounding effectiveness of dual language education for all.* NABE Journal of Research and Practice, 2:1.

RECOMMENDATION 3: ADDRESS CONCERNS FOR STUDENTS CURRENTLY IN THE PROGRAM

After taking steps to initiate a Language Immersion School Working Group and hire a TWI coordinator, the District's first actions should be to address the needs of students currently enrolled in the TWI Program. I recommend the following:

1. Ensure TWI teachers have equitable resources
2. Schedule time for TWI teachers to collaborate across schools and grade levels
3. Provide release time for teachers to visit other TWI schools
4. Harness community resources to support the TWI program
5. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5
6. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

1. Ensure TWI teachers have equitable resources
Teachers need resources in Spanish on time, in both languages, and in sufficient quantity. Whenever someone in the District orders resources for students in English, they should order comparable resources in Spanish for TWI classrooms and order resources earlier to ensure students start the school year with necessary materials in Spanish. TWI teachers have requested the following resources:

- A leveled library and a clear leveling system for books in Spanish
- Games
- Song books
- Word/picture cards
- Workbooks
- Spanish stories on CD/tape
- Recommended literature lists for books in Spanish
- Computer language programs
- Assessments for Spanish reading
- Math resources in Spanish
- Translation resources

2. Schedule time for TWI teachers to collaborate across schools and grade levels
TWI teachers need sufficient, paid, regularly scheduled meeting time with teachers across sites that share their grade level to:

- Create a cohesive, consistent scope and sequence to articulate **how** and **when** students should transfer skills and reach certain benchmarks
- Collaborate on curriculum planning
- Look at data and patterns in student achievement

- Plan cultural activities at each school site
- Go through an assessment rubric
- Translate materials that are given to English only classes ready to teach

4. Provide release time for teachers to visit other TWI schools

One of the most effective ways for teachers to improve their instruction is to observe other teachers. They also benefit from seeing comparable student work. There are many successful English learner programs around the Bay Area from which BUSD teachers could learn. I recommend that District staff and teachers visit Manzanita SEED in Oakland Unified School District as well as Escuela Bilingüe Internacional in Oakland.

5. Harness community resources to support the TWI program

There are many institutions BUSD can partner with that support language programs. For example, BUSD could bring in Spanish speaking volunteers from the University of California, Berkeley to tutor TWI students one on one in Spanish. The District could work with the San Francisco Unified School District to create a similar multilingual website. I also recommend that BUSD work with the Center for Applied Linguistics and make it a goal to become one of their recognized TWI Districts.

7. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5

Currently, the District is providing support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5. While I would not recommend cutting this support, I would advise making sure scheduling is structured in such a way to allow these teachers to actually spend their specified time with students and not traveling and/or fulfilling other roles.

8. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

The District also currently supports a full time teacher on special assignment, Heather Tugwell, EL Coordinator, to provide professional development for all teachers of English learners. Teachers support continuing this position, but request more professional development and time spent learning from and working with Ms. Tugwell. As one teacher explained, "Most staff development is really provided for English instruction. This needs to change. Our District is weak in general around grammar and vocabulary instruction, and this is true in TWI as well. We need a plan to ensure students leave our school with more specific standards and expectations. Better assessments in this area would help." I suggest TWI specific professional development on the following topics:

- ELD instruction
- Phonics instruction
- Transferability
- Research based methods for teaching ELs effectively
- Analyzing long-term data

RECOMMENDATION 4: ADDRESS CONCERNS RELATED TO FUTURE STUDENTS AND PROGRAM GROWTH

After the District has taken steps to begin addressing concerns related to students currently enrolled in TWI, it should concentrate on tasks related to the growth of the program and its future students. These tasks include the following:

1. Use a professional tool to assess the strengths and weakness of the TWI program at each site
2. Improve long-term tracking of TWI students
3. Alter testing structure
4. Change the timeline for TWI program application from February to April
5. Increase transparency of admissions process
6. Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form
7. Improve pre-k language assessment and kindergarten placement
8. Include research on long-term TWI outcomes in all outreach
9. Distribute outreach in multiple forms to reach different types of parents
10. Promote retention in the TWI program

1. Use a professional tool to assess the strengths and weakness of the TWI program at each site

Improving and increasing professional development in BUSD for TWI teachers is crucial if the District wants the TWI program to be consistent and effective. First, I recommend taking the time to assess the current TWI programs at each school site during regularly scheduled school TWI meetings. With the help of Laura Anderson, a new teacher at LeConte and current graduate student, Rosa Parks teachers worked partially through the rubric provided in *Guiding Principles for Dual Language Education* by Elizabeth Howard,[27] which covers key aspects of language immersion programs. The rubric allows schools to evaluate how they are currently performing. The Rosa Parks TWI team met several times to work on the rubric, but never finished due to the time-consuming nature of thorough assessment and limited collaboration time. However, they indicated that it would be valuable to continue working through the rubric.

2. Improve long-term tracking of TWI students

The District's data systems should have fields that indicate whether students were enrolled in TWI programs in order to perform an efficient and reliable program evaluation. Since research indicates gains from TWI are realized in secondary grades, it is critical that TWI students' high school test scores are analyzed. In addition to looking at quantitative data, the District should assess the attitudes and future plans of high school students who previously participated in TWI. Research shows that "High school students who participated in the two-way program developed high levels of academic competence and motivation, ambitions to go to college, knowledge about how to apply to and get into college, and pride in bilingualism. In addition, they were highly satisfied with their education in the two-way program" (Lindholm-Leary & Borsato, 2002). It is important to discover whether BUSD TWI students are experiencing similar outcomes.

[27] Download free of charge at Center for Applied Linguistics website

3. Alter testing structure

Testing ELs on anything other than language proficiency in English is not a valid measure of how much they actually know when it comes to content. Since TWI teachers feel pressure to teach more in English leading up to regularly scheduled District exams in 3rd, 4th, and 5th grades, I recommend that these content exams be translated into Spanish for all ELs. In short, ELs should be tested on content in Spanish whenever possible until they are reclassified, which will likely not occur until middle school. In addition, ELs take the STS, but students learning Spanish do not have a comparable way to measure their growth in Spanish. I recommend using a system like LAS Links Español[28] for all students to measure their progress in Spanish.[29]

4. Change the timeline for TWI program application from February to April

Teachers, administrators and parents have consistently said that if the admissions timeline were pushed back, more parents would apply to the TWI program and the District would consider opening more classes. At the very least, promote the fact that children who speak Spanish can be added throughout the summer in the Latino community to correct the myth that students who register after February will not be considered for TWI. Consider holding open even more spots for Spanish speakers, so that more TWI classes can be created. With the long waitlists for English speaking slots, there need only be 7-10 Spanish speaking slots reserved to create an entire strand of TWI in a particular school.

5. Increase transparency of admissions process

How children are placed in language programs causes a lot of anxiety for parents. Although the District has increased its efforts to promote TWI this year, community members still report that TWI outreach is not visible in the Latino community. The District should make it a priority to provide clear printed material about who is eligible for TWI and the bilingual program and the steps that need to be taken to apply and make that information available in more locations around the Berkeley community. TWI materials should be consistently provided in both languages and should be available at the District office in print and on the BUSD website in an accessible format. I also recommend placing a large, bilingual sign in the Admissions Office with contact information for school site TWI representatives and the OFCP.

6. Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form

While the Admissions Office claims to be "program agnostic," meaning that it does not try to advocate for any programs and believes the parents should determine what is best for their children, teachers have commented that this is not the correct approach. As one teacher put it, "a doctor wouldn't say that they were *procedure* agnostic if research proved that one procedure was better than another. The District should not be program agnostic since research shows TWI closes the achievement gap more than any other language program." When parents meet with the OFCP, they should be presented with clear research explaining the benefits of the TWI program, regardless of their ethnicity, and encouraged to consider the program for their child.

[28] See Appendix: Alternate Assessments for Placement and Spanish Fluency of English Speakers
[29] Ibid.

7. Improve pre-k language assessment and kindergarten placement

It is unrealistic to expect students to speak only Spanish in Berkeley. Most Spanish speaking students are bilingual or at least speak a little English. As many people have explained, it is difficult to create classes where 10 students speak only English and 10 speak only Spanish. Research has shown that the model can be successful as long as "no more than two thirds of the students are native speakers of either language" (Howard & Sugarman, 2007). The District should address the common misconception that if children are bilingual they will not be given the opportunity to be placed in TWI. Bilingual students should always be allowed to fill spots reserved for Spanish speakers as long as they are proficient in Spanish. To address the concern that the Quick Inventory Assessment (QIA) is not correctly classifying language proficiency and increase the likelihood that children are correctly classified as English learners, bilingual students, or English speakers, I recommend the following:

1. Include TWI kindergarten teachers, who have repeatedly questioned the validity of the QIA, in the testing process
2. Use an alternative assessment, such as *pre*LAS 2000[30]
3. Create an environment where the tester can build a rapport with the child and the child can feel comfortable. Students are not as likely to reveal their true language abilities if they are anxious. Entering the BUSD office and meeting with a stranger is intimidating for many children and does not create an ideal environment to assess language. The ideal environment would be a real world (i.e., classroom) language experience facilitated by a teacher that can judge language skills during the interaction.

8. Include research on long-term TWI outcomes in all outreach

The biggest selling point for the TWI program is its ability to close the achievement gap for Latino students. All outreach should clearly state the benefits of attending, and remaining in, a TWI program for ELs and native English speakers. Specifically, outreach materials should include:

- Narrative success stories about kids who have been through TWI
- Clear description of admissions process
- Contact information of OFCP and individual school sites
- Benefits of being bilingual
- Long-term data showing success of TWI students
- Information about value of connections and mutual learning within families

9. Distribute outreach in multiple forms to reach different types of parents

There are no adverse consequences of promoting the TWI program and many negative consequences to *not* promoting the program. The recommendations below are suggestions the District can implement individually or as a comprehensive package to improve communication with parents and outreach regarding the TWI program:

[30] See Appendix: Alternate Assessments for Placement and Spanish Fluency of English Speakers

- Create banners for schools to hang, saying: "Home of a Two-Way Immersion Program"
- Distribute flyers on BUSD's TWI program at Berkeley churches, community centers (La Clinica de la Raza, Centro Vido) and at locations like Mi Tierra foods, Bananas, Daycare Centers, laundromats, restaurants, and bus stops
- Hold fall orientations at each school site explaining how TWI works and what to expect
- Create TWI committees at each school site to organize outreach
- Allow current TWI parents to mentor new and potential TWI parents to support the Admissions Office and OFCP
- Continue outreach to Berkeley pre-schools, and make sure pre-school teachers understand the TWI model and its successes
- Increase the number of tours of TWI classrooms for interested parents
- Hold a District-wide TWI showcase with performances, games, information on the schools, and help with enrollment forms
- Set up phone trees so parents can call and text each other
- Promote articles about TWI in local papers
- Update BUSD's website to include more accessible TWI information[31]
- Display TWI student work in public locations like coffee shops, bookstores, etc.
- Attend cultural events that include the communities, including city events, and street fairs
- Ask principals to be more involved in providing information to Spanish-speaking families

10. Promote retention in the TWI program

Attrition from TWI programs not only creates administrative difficulties for schools, but also negatively impacts student achievement. Leaving a TWI program prior to gaining proficiency in English is damaging to ELs because they will be behind when they enter an English only classroom. In order to promote TWI program retention, I recommend that BUSD TWI representatives:

- Meet one on one with parents before they enter the TWI program to ensure they know the research and what to expect with regard to test scores in lower grades
- Remind parents at frequent school meetings that gains will be expected long-term
- Provide support for parents about how to interpret test scores
- Give testimonials from students who have remained in the program and experienced long-term gains
- Require parents to sign a contract that they intend to stay in the TWI program for at least five years[32]
- Measure parent satisfaction through annual surveys

[31] See Palo Alto's, San Francisco's or Octavia-Montclair's District websites for models

[32] See Appendix: Case Study: Central Language Academy, Ontario-Montclair School District

CONCLUSION

As the program with the most promise to close the achievement gap between English learners and native English speakers, the two-way immersion program in Berkeley Unified School District should not be marginalized, abandoned or left to continue diminishing in size. This report has sought to demonstrate the strengths of BUSD's TWI program, highlight concerns, and make recommendations to improve TWI implementation. The analysis considers and includes the opinions of multiple BUSD TWI stakeholders, including District leaders and staff, school administrators, teachers, and parents. The recommendations provided have been evaluated through multiple lenses and meet the following criteria:

- Centered on student achievement
- Equitable
- Politically feasible
- Supported by teachers and principals
- Affordable

All recommendations are intended to aid the District in making improvements in its TWI program in order to address stakeholder concerns. Ultimately, the report seeks to encourage BUSD to take the necessary steps to fundamentally strengthen its TWI program by consolidating its three TWI elementary strands at one language immersion school, thereby allowing the District to implement the ideal 90:10 TWI model. As the District moves forward to implement changes in its TWI program and investigate the possibility of consolidating the TWI strands, District administrators should take the lead. Consolidation will only be feasible if District leaders coordinate a dedicated group of TWI teachers, administrators, parents, and Board members, to plan and promote the idea.

Ultimately, the TWI program should be viewed less like a sideline enrichment program and more like a powerful and essential tool to address the needs of a critical population. If the District takes initiative and works collaboratively to support its two-way immersion program, it can expect long-term gains for its English learners and help close the unfortunate achievement gap that exists in Berkeley. Throughout this process, it is helpful to remember:

> "On their own, program models, curricula, and instructional strategies are necessary but insufficient means to achieve the goals of academic achievement, bilingualism and biliteracy, and cross-cultural competence in two-way immersion. Unless the program fosters empowerment and demonstrates respect for students, staff, and parents through cultures of intellectualism, equity, and leadership, good design alone will not lead to good outcomes for student achievement. In effective programs, the interaction patterns among adults, between adults and children, and among children are all based on respect and serve to reinforce the cultural norms of intellectualism, equity, and leadership; and in the end, lead to the empowerment of all individuals and of the program as a whole" (Howard & Sugarman, 2007).

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APPENDIX

TEACHER SURVEY

Please answer the questions below and provide details and examples when applicable. No responses will be personally attributed to individual teachers. **Please concentrate on the following areas: curriculum, resources, testing, scheduling, student achievement & professional development.**

1. What subjects do you teach in Spanish?
    a. What percent of your day do you teach in Spanish?
2. What subjects do you teach in English?
    a. What percent of your day do you teach in English?
3. What are the strengths of the TWI program at your school?
4. What are the weaknesses of the TWI program at your school?
5. What is the most challenging aspect of teaching in a TWI program?
6. What additional resources would you like to have to make your job easier and improve learning outcomes for your students?
7. What suggestions might you make to improve the TWI program at your school?
8. Please indicate your level of support for the following recommendations: (strongly against, against, neutral, support, strongly support). Please feel free to elaborate.
    a) Create one TWI elementary school in BUSD where each classroom is a TWI class
    b) Improve tracking of TWI student outcomes
    c) Schedule time for TWI teachers to collaborate across schools and grade levels
    d) Create a District-level position to oversee the TWI program
    e) Market the TWI program to increase diversity within the student body
    f) Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3,4 and 5
    g) Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

PARENT SURVEY

1. How many children do you have in BUSD? What grade level/school/program?
2. What are the Strengths of TWI Programs at BUSD?
3. What are the Weaknesses of the TWI Program at BUSD?
4. Friends of Berkeley TWI/ Amigos de Inmersion Dual de Berkeley Program – What are your goals? What would you like to see changed?
5. Thoughts on Recommendations:
    a. Create one TWI elementary school in BUSD where each classroom is a TWI class
    b. Improve tracking of TWI student outcomes
    c. Schedule time for TWI teachers to collaborate across schools and grade levels
    d. Create a District-level position to oversee the TWI program
    e. Market the TWI program to increase diversity within the student body
    f. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5
    g. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners
6. Do you have any recommendations for additional people I should interview?

EXAMPLE OF ADMINISTRATER SURVEY

1. What are the strengths of the TWI in BUSD?
2. What are the weaknesses?
3. How do you evaluate the success of the program, other than test scores?
4. How has the program evolved over the years?
5. What additional information would be helpful to you in order to evaluate the program?
6. How do you ensure fidelity to the model across campuses?
7. How do you ensure fidelity to the model across classrooms?
8. What professional development do TWI teachers receive?
9. How often do you revisit the TWI model?
10. Please indicate your level of support for the following recommendations:
    a. Create one TWI elementary school in BUSD where each classroom is a TWI class
    b. Improve tracking of TWI student outcomes
    c. Schedule time for TWI teachers to collaborate across schools and grade levels
    d. Create a District-level position to oversee the TWI program
    e. Market the TWI program to increase diversity within the student body
    f. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5
    g. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

INTERVIEWS CONDUCTED & TEACHERS OBSERVED

1. Josh Daniels, Board Member
2. Leah Wilson, Board Member
3. Neil Smith, Assistant Superintendent
4. Maya Hernandez, Office of Family and Community Partnerships
5. Melisandra Leonardos, Admissions Office Manager
6. Heather Tugwell, EL Coordinator
7. Rebecca Cheung, Director of Evaluation and Assessment
8. Christina Faulkner, Director of Curriculum and Instruction
9. Jesse Montiel, District staff
10. Paco Furlan, Rosa Parks Principal
11. Cheryl Wilson, LeConte Principal
12. Evelyn Bradley, Cragmont Principal
13. Jennifer Corn, Rosa Parks Literacy Coach
14. Sarah Howard, Rosa Parks Teacher
15. Andrea Calderon, Rosa Parks Teacher
16. Javier Ordonez, Rosa Parks Teacher
17. Natalia Bernal, LeConte Teacher
18. Andy Henderson, LeConte Teacher
19. Laura Anderson, LeConte Teacher
20. Sarah Horwitz, LeConte Teacher
21. Nancy King, Cragmont Teacher
22. Jabari Anderson, Cragmont Teacher
23. Greg Martin, Cragmont Teacher
24. Mary Patterson, Longfellow Teacher
25. Ty Alper, BUSD Parent
26. Paz Canales, BUSD Parent
27. Colleen Broderick, BUSD Parent
28. Carol Perez, BUSD Parent
29. Vylma Ortiz, BUSD Parent
30. Wesley Jacques, Oakland Unified School District, Esperanza Elementary School Language Coach
31. Elizabeth Macias, Oakland Unified School District, Manager of English Language Programs
32. Lillianne Legra-Rodriguez, Ontario-Montclair School District, Central Language Academy, Language Program Coordinator
33. Gorman Bentley, Ontario-Montclair School District, Central Language Academy, Principal

ONE TWI SCHOOL FOCUS GROUP ATTENDEES: APRIL 14, 2011

1. Neil Smith, Assistant Superintendent
2. Susan Katz, Literacy Coach
3. Christina Faulkner, Director of Curriculum and Instruction
4. Nancy King, Cragmont Teacher
5. Heather Tugwell, EL Coordinator
6. Maya Hernandez, Office of Family and Community Partnerships
7. Melisandra Leonardos, Admissions Office Manager
8. Jabari Anderson, Cragmont Teacher
9. Natalia Bernal, LeConte Teacher
10. Jennifer Corn, Rosa Parks Literacy Coach
11. Paco Furlan, Rosa Parks Principal
12. Evelyn Bradley, Cragmont Principal
13. Marialena Rivera, UC Berkeley Policy Student Analyst

BUSD TWI ELEMENTARY ENROLLMENT DATA BY SCHOOL AND ETHNICITY

	TWI Schools			
Ethnicities	**Cragmont**	**LeConte**	**Rosa Parks**	**Total**
African/African American				
TWI %	16%	26%	13%	18%
School %	20%	25%	14%	20%
Difference (TWI % - School %)	-4%	1%	-1%	-2%
American Indian or Alaskan Native				
TWI %		3%		
School %	1%	3%	1%	2%
Difference (TWI % - School %)	-1%	0%	-1%	-2%
Asian Indian				
TWI %	1%	0%	1%	
School %	1%	1%	1%	1%
Difference (TWI % - School %)	0%	-1%	0%	-1%
Chinese				
TWI %	1%	1%	1%	1%
School %	1%	1%	2%	1%
Difference (TWI % - School %)	0%	0%	-1%	0%
Filipino/Filipino American				
TWI %		1%		
School %	1%	1%	1%	1%
Difference (TWI % - School %)	-1%	0%	-1%	-1%
Hispanic/Latino				
TWI %	10%	9%	15%	11%
School %	19%	22%	27%	23%
Difference (TWI % - School %)	-9%	-13%	-12%	-11%
Korean				
TWI %	1%	3%	0%	1%
School %	1%	2%	1%	1%
Difference (TWI % - School %)	0%	1%	-1%	0%
Mixed/Other/ Declined to State				
TWI %	16%	17%	11%	14%
School %	13%	14%	11%	13%
Difference (TWI % - School %)	3%	3%	0%	2%

Other Asian				
TWI %		1%		
School %	1%	3%	1%	2%
Difference (TWI % - School %)	-1%	-2%	-1%	-2%
Vietnamese				
TWI %			1%	
School %	0%	1%	0%	0%
Difference (TWI % - School %)	0%	-1%	1%	0%
White				
TWI %	54%	39%	58%	51%
School %	42%	26%	40%	36%
Difference (TWI % - School %)	12%	13%	18%	15%

SUBJECTS AND % OF DAY TAUGHT IN ENGLISH AND SPANISH IN BUSD TWI CLASSROOMS

Subjects in Spanish	**% of Day**	**Subjects in English**	**% of Day**
All writing, some reading, some science	20-30%	All math, some reading	60-70%
Reading, writing a little bit of science in both languages in the last trimester	50-60%	ELD, math, some science in class, science in the lab, cooking/gardening, PE-Playworks, library.	50-60%
Language Arts (Spelling, Grammar, Writing, and Reading Comprehension & Fluency) Social Studies Science	60-70%	Math (60 minutes) ELD (30 min)	20-30%
Reading workshop, social studies, some writing	20-40%	Math, Writing workshop, Reading, Social studies, Art	60-70%
Reading, Writing, Science, SS, Art. Occasionally I teach all of these in English, but much more often in Spanish.	40-50%	English spelling, ELD, Math	50-60%
Language Arts (I team teach. My partner teaches Math.) Some Social Studies.	40-50%	Language Arts (See above. My partner teaches Math.) Most Social Studies.	50-60%
All	90-100%	None	0-10%
Reading, writing and social studies	30-40%	Same as in Spanish	40-60%
Readers and writers workshop for about 1/3 of the year. I also teach Spanish language development for those students who are not in English Language Development class at that time	10-20%	Math, LA (2/3 of the year) this includes readers and writers workshop. Science is taught by a mono English speaking teacher so is Music.	80-90%
Reading, Writing, and Social Studies	30-40%	Reading, Math and Test prep skills.	60-70%
All	50-60%	Math. sometimes art	40-50%
Language arts (reading and writing), Spelling, social studies, and science	80-90%	Math some social studies and some science	10-20%
Reading, Writing, Social Skills, Art, Science	70-80%	Math, ELD, some topics which are easier to find materials in English (MOSAIC, some Welcoming Schools)	20-30%
All, except ELD and some social skills building lessons	70-80%	ELD and social skill building	20-30%
All, except ELD	80%	ELD	20%

SUPPORT FOR SELECTED RECOMMENDATIONS AMONGST A SAMPLE OF BUSD TWI TEACHERS

	Strongly Against	**Against**	**Neutral**	**Support**	**Strongly Support**
Create one TWI elementary school in BUSD where each classroom is a TWI class		1	1	2	8
Improve tracking of TWI student outcomes				2	10
Schedule time for TWI teachers to collaborate across schools and grade levels					12
Create a District-level position to oversee the TWI program				1	11
Market the TWI program to increase diversity within the student body			1	2	9
Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3,4 and 5			3	4	4
Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners			1	4	7

N=12

Note: Numbers in chart are counts.

APPLYING CRITERIA TO RECOMMENDATIONS

Over the course of this analysis, numerous recommendations were given from various BUSD TWI stakeholders. All recommendations were evaluated using the criteria listed above. Those that did not satisfy any criteria were thrown out. The most promising recommendations are provided in the table below.

"Yes" indicates that the criteria is satisfied for the given recommendation, and "Maybe" indicates that the outcome is unknown, there is conflicting data, or the outcome depends on the way in which the recommendation is implemented. In the "Affordable" column:

- "No cost" indicates that the recommendation will not cost the District any money, that the cost is negligible, or that the recommendation can be performed by current District staff and will not require much time or effort
- "Low cost" indicates that the recommendation's cost is likely to be less than $1,000
- "Moderate cost" indicates that the recommendation's cost is approximately between $1,000 and $10,000
- "Moderate/High cost" indicates that the recommendation's cost is approximately between $10,000 and $50,000
- "High cost" would have indicated costs over $50,000, but all such recommendations were thrown out
- "Sunk cost" indicates the District is already spending money on this recommendation

		Criteria				
	Recommendations	Centered on student achievement	Equitable	Politically feasible	Supported by teachers and principals	Affordable
	<u>Recommendation 1:</u> Consolidate TWI elementary programs at one school site					
1	Formalize a Language Immersion School Working Group and set regular meetings	Yes	Yes	Yes	Yes	Moderate cost
2	Inform and include parents and BUSD Board members about process	Yes	Yes	Maybe	Yes	Low cost
3	Meet with teachers union to start negotiating contracts	Yes	Maybe	Maybe	Yes	No cost

4	Research requirements for starting internal charter schools	Yes	Maybe	Maybe	Maybe	No cost
5	Survey all parents to determine demand	Yes	Yes	Yes	Yes	Low cost
6	Research demographics of current BUSD TWI students	Yes	Yes	Yes	Yes	Low cost
7	Continue intensive outreach to BUSD families regarding TWI program	Yes	Yes	Yes	Yes	Moderate cost
8	Look at other Districts to see how they have consolidated	Yes	Yes	Yes	Yes	No cost
9	Work with a professional TWI expert consultant	Yes	Yes	Yes	Yes	Moderate cost
	Recommendation 2: Improve coordination of the TWI program					
1	Appoint TWI coordinator as the one language immersion school is being planned	Yes	Yes	Yes	Yes	Moderate/High cost
2	Encourage District administrators to strengthen leadership	Yes	Yes	Yes	Yes	Low cost
3	Emphasize the importance of understanding TWI research for decision making at all levels in the District	Yes	Yes	Yes	Yes	Low cost
	Recommendation 3: Address concerns for students currently in the program					
1	Ensure TWI teachers have equitable resources	Yes	Yes	Yes	Yes	Moderate/High cost
2	Schedule time for TWI teachers to collaborate across schools and grade levels	Yes	Yes	Yes	Yes	Moderate cost
3	Provide release time for teachers to visit other TWI schools	Yes	Yes	Yes	Yes	Moderate cost
4	Harness community resources to support the TWI program.	Yes	Maybe	Yes	Yes	No cost
5	Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5	Yes	Yes	Yes	Yes	Sunk cost

6	Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners	Yes	Yes	Yes	Yes	Sunk cost
	<u>Recommendation 4:</u> Address concerns related to future students and program growth.					
1	Use a professional tool to assess the strengths and weakness of the TWI program at each site	Yes	Yes	Yes	Yes	Low cost
2	Improve long-term tracking of TWI students	Yes	Yes	Yes	Yes	Low cost
3	Alter testing structure	Yes	Yes	Maybe	Yes	Low cost
4	Change the timeline for TWI program application from February to April	Yes	Yes	Maybe	Yes	Low cost
5	Increase transparency of admissions process	Yes	Yes	Maybe	Yes	Low cost
6	Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form	Yes	Yes	Maybe	Yes	Low cost
7	Improve pre-k language assessment and kindergarten placement	Yes	Yes	Maybe	Yes	Low cost
8	Include research on long-term TWI outcomes in all outreach	Yes	Yes	Yes	Yes	Low cost
9	Distribute outreach in multiple forms to reach different types of parents	Yes	Yes	Yes	Yes	Moderate cost
10	Promote retention in the TWI program	Yes	Yes	Yes	Yes	Low cost

CASE STUDY: CENTRAL LANGUAGE ACADEMY, ONTARIO-MONTCLAIR SCHOOL DISTRICT[33]

The Ontario-Montclair School District is located between Los Angeles and Riverside and is currently the third largest elementary school District in California with 26 elementary schools and six middle schools. Three years ago, the District decided to consolidate their TWI (what they call dual language) elementary strands at one school site, Central Language Academy (CLA). [34]

Consolidation Process

In the first year, they opened one TWI kindergarten strand at an existing school, named Central Elementary. In the second year, they changed the name of the school to Central Language Academy and opened approximately two TWI classes in 1st through 6th grades and encouraged students to transfer from the TWI strands at other schools. The District decided to bring in other bilingual students to fill any gaps in the TWI classes. During the third year, 2010-2011, the school site opened an additional kindergarten TWI class (it now has two) and became a middle school that extends up to 7th grade. Next year, the middle school (6th through 8th grades) will operate as dual language only.

Administrative barriers to becoming completely TWI

Currently, Central Language Academy offers dual language classes at the kindergarten through 7th grade levels and hopes to become entirely dual language in the future. However, since the school still has boundaries and is a neighborhood school, it must continue to offer English only classes at each grade level. Additionally, since there were already teachers at Central Elementary, the District decided it would be better to transition to a full language school over the course of several years. The Board would need to reconfigure boundaries for the school to be a "full magnet." They have six different "priority levels" for students to enter CLA. The last priority level is for children out of District, a group they would like to attract in order to increase the diversity of their program.

Siblings of current students raise concerns

Since siblings of English only students have a priority to attend the school, it will take several years to transition to a completely TWI school. With only two TWI classes per grade level, one kindergarten class out of the five was almost filled with just family members. Next year, CLA will have only four kindergarten classes. To address the concern of not having enough TWI spots for non-siblings, CLA gained permission from the District to increase the number of TWI kindergarten classes from two to three. There will be 20 spots reserved for siblings on a first come, first served basis. Any siblings who do not turn in their paperwork on time will be placed on a waiting list.

School structure encourages language acquisition

The mission of the school is appropriate for an increasingly global society: "The mission of Central Language Academy is to prepare and inspire each individual to achieve to his or her greatest potential and to become a confident, collaborative, and compassionate global citizen." English speaking students who enter CLA in later grades (2nd and higher) are enrolled in the Spanish

[33] Ontario-Montclair School District, Central Language Academy website & phone interviews with Lillianne Legra-Rodriguez, Language Program Coordinator and Gorman Bentley, Principal

Immersion Program, which provides them with 30-40 minutes of Spanish daily at their appropriate learning level. Students who speak a language other than English at home and who enter Central Language Academy in later grades are provided with specialized English Language Development (ELD) instruction for 30-40 minutes a day at their appropriate learning level. Once proficient in English, these students progress to a level in the Spanish Literacy Program, where they can begin to learn to read and write in Spanish. CLA uses an 80:20 model in its TWI program. 80% of the day is taught in Spanish in kindergarten, decreasing by 10% each year until a 50:50 balance is reached in 4th grade.

Argument for consolidating

Consolidating TWI programs has been a positive decision for the District and for CLA. According to Lillianne Legra-Rodriguez, the Language Program Coordinator at CLA, "Overall, this was the best solution. The struggles that smaller programs face…when you combine then all, it becomes a stronger program. Instead of having three leaders struggling independently at different schools, you have a strong leader at one school who really advocates, and you can have one curriculum. We were able to get teachers from different programs [to come to CLA] and since teachers came, the parents followed." The Principal, Gorman Bentley, explained the efficiency of consolidating TWI strands with a useful analogy; "When you have a child, your life completely changes… however, when you have a second child, your life does not have to change as much. You have already baby-proofed your house, you know sitters… three times the school have three times the burden, but at one school – you all go in knowing it will be hard but that you want to make it work."

Benefits of consolidation

The TWI program at CLA is growing rapidly, and there is strong interest in the program. As TWI research predicts, test scores at the lower levels are low. Only 25% of 2nd graders were proficient in ELA. However, 7th graders at CLA are 72% proficient in ELA, consistent with TWI research that long-term gains for ELs are strong. Additionally, CLA is one of the best performing schools in the District on CELDT levels, and they are the highest in the District for students who have been in the District over five years. Retention in the program is also impressive. Of 270 students, only 4 have left the program. CLA has become a beacon for the District, and the waitlist are impressive.

Advice for consolidating

There are several things that CLA does that make it unique and attractive. Leaders at CLA give the following examples as recommendations for Districts that are considering consolidation.

- Change the name of the school: Changing the name of the school to Central Language Academy sent a clear message to the community that this school would focus on languages.
- Offer a second language to every student: Every child at the school, even if they are in the English only program, takes a Spanish class. This creates a sense that bilingualism is important and that languages have value.
- Offer a third language when possible: CLA is currently working on a grant to support additional language instruction. Next year, the plan is for students who are proficient in English and Spanish to begin learning Mandarin.

- Issue uniforms to students: CLA decided to build pride in their school by calling it an academy and having students wear uniforms. Becoming a magnet adds prestige and attracts people to stay in District and want to enter the school from outside the District.
- Make information accessible: All of the information on the school's website is provided in English and Spanish. The school is eager to provide information about TWI to visitors and parents considering a language program for their children. Their front office and website have brochures and letters with detailed information on TWI.
- Ask parents to commit to five or more years in the TWI program and explicitly explain the long-term benefits of TWI: CLA holds three meetings a year to emphasize the importance of staying in the program, and parents are taking the commitment seriously so far.
- Have an open door policy: CLA provides monthly tours to anyone interested in TWI.
- Make sure there is someone in charge of consolidation that has authority: When Ontario-Montclair consolidated its TWI strands at CLA, according to the CLA Principal, Gorman Bentley, "Communication could have been stronger." Although the District supported consolidation, as one principal does not have authority over other principals, the consolidation process was not always smooth. Mr. Bentley recommends that the consolidation process be well planned and that someone at the District meet often with principals to really communicate how the process will work. Finally, there should be someone to coordinate communication with parents regarding consolidation to ensure that the process is transparent and that parents are able to make the best choices for their children.

Note: Principal Gorman Bentley and Lillianne Legra-Rodriguez, the Language Program Coordinator are both more than willing to communicate with BUSD regarding their experiences with consolidating TWI strands at one school site. The Principal has invited BUSD members to visit CLA and to contact him at Gorman.bentley@omsd.k12.ca.us

Letter from Central Language Academy Principal to Parents

The Central Language Academy
DUAL LANGUAGE IMMERSION PROGRAM

A Word from the Principal…

Welcome to the Central Language Academy!

The Central staff and school community are dedicated to seeing that you and your child are offered the best choices for academic success. Everyday we accept the challenge of preparing our students for their future and the future of our diverse society. This challenge is not taken lightly. We search for the best strategies, materials, curriculum and technology to meet the educational needs of our students – your children. For these reasons, the staff and school community of the Central Language Academy are especially proud of our **Dual Language Immersion Program.**

Immersing students in a second language for instruction is not a new idea. This type of instruction has been done successful in most countries for generations. What is relatively new is the combination of two different language groups, learning together, in their own, as well as a second, language. This is called Dual Language Immersion or Two-Way Language Immersion.

A balanced composition of the classroom is essential to the implementation of Dual Language Immersion Education. One half of the class is dominant in English; the other half is dominant in another language. At the Central Language Academy, the target language is Spanish.

While the Dual Language Immersion Program is an important investment in your child's future, it is also an investment in time. Parents begin their child's enrollment with kindergarten or first grade and commit to five or more years in the program. Maximum benefits of this type of education are reached with an extended, consistent instructional plan. The goals in the program are all based on the long term.
They are:

1. The ability to speak, read and write two languages, with native-like proficiency.
2. High academic achievement with a focus in math and the sciences.
3. Cross-cultural, pro-social skills

Many parents have also cited future opportunities in college entrance and job application as strong benefits of proficiency in two languages.

Parent involvement is an important component of the program. Parents become active participants in the education of their children by volunteering in classroom and attending parent meets. Parents also receive training to better suppor6t their child at home with language development and the use of technology.

The language model used in our Dual Language Immersion Program_is often referred to as a 80/20. This means that the target language, or Spanish, is used for 80% of the school day in kindergarten, decreasing by 10% each year, until a 50/50 balance of English and Spanish is reached in Fourth grade. At that time, students are fully bilingual and bi-literate.

Please ask at the school office if you would like more information regarding this program. At the Central Language Academy, we believe that is it wonderful to be bilingual!

Gorman Bentley
Principal

CASE STUDY: OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland Unified School District (OUSD) has 46,616 students, and approximately 39% of its children are Latino. The District's Latino population has increased about 8% over the last decade. Approximately 33% of OUSD's students are English learners.[35] The District currently has about 1,000 students enrolled in two-way immersion programs across four elementary schools, and the District is planning to expand the number of immersion programs they offer. OUSD wants to improve the EL systems in the District as a whole and determine how to best use internal structure to build and improve schools. Interestingly, there is no District assessment administered to students before they enter kindergarten to determine their English and Spanish proficiency. Individual schools decide whether to test students, and most schools just trust the responses regarding language abilities that parents indicate on their application forms. According to Elizabeth Macias, Manager of English Language Program at OUSD, all four of OUSD's immersion schools are either whole school models or plan to transition to whole school models. The four elementary schools that offer dual immersion are:

1. Manzanita SEED Elementary
2. Melrose Leadership Academy
3. Esperanza Academy
4. Global Family School

1. Manzanita SEED (School of Expeditionary learning, Equity, and Diversity) Elementary

Manzanita SEED opened in 2005 and serves kindergarten through 5th graders. SEED has a diverse student body; 50% of its students are Latino, 20% are Asian, 15% are African American, and 15% are mixed race. Approximately 85% of its students qualify for free and reduced price lunch, and 20% of its students are in Special Education programs. The school is small and caps enrollment at 280 students. SEED is proud to be the first small school in Oakland that opened with a Special Education program as part of its design.
SEED is a nationally recognized, blue ribbon school. In 2009-10, SEED students posted the greatest Math achievement growth in the District and showed dramatic gains in English Language Arts (ELA) on the California Standards Test (CST).[36]

- The number of students scoring Proficient or Advanced in Math increased by over 29 percent -- the greatest growth in the District
- Students scoring Proficient or Advanced in ELA increased by 11 percent

Katherine Carter, Principal at Manzanita SEED Elementary said, "It is exciting to see SEED students make significant progress on the CST for the second year in a row. We have a fantastic team of dedicated teachers and support staff as well as a wonderful community of families who

[35] Ed-Data, District Data, California Department of Education, Educational Demographics Office, Language Census, School Fiscal Services Division
[36] Oakland Unified School District, Manzanita SEED website

work together to support each other as well as our students. Manzanita SEED has an ambitious vision: for all students to become proficient in English and Spanish as well as multi-culturally competent. Curricular flexibility in language arts has supported this vision by allowing us to focus on standards-based teaching in a creative, innovative way."

BUSD leaders have visited Manzanita SEED and speak favorably about the school. The Principal at Rosa Parks Elementary, Paco Furlan, expressed his belief that SEED is implementing its TWI program more successfully than BUSD TWI schools. He talked about a recent visit to Manzanita Seed and listed the following positive attributes of the school:

- Clear curriculum
- Clear goals and objectives
- Strong sense of teaming at different grade levels
- Clear communication with parents - every week they send home information describing the content they are focusing on in reading in math
- Strong after school program
- Organized homework - every student has the same homework packet
- Exploratory learning around theme-based curriculum
- Clear communication with students about where they are and where they need to go
- Successful parent education program
- Clear 50:50 model – one teacher teaches half the day in Spanish, another teaches half the day in English

2. Melrose Leadership Academy

Melrose Leadership Academy (MLA) was founded in September of 2001. They moved to a new campus in 2007 with select grade levels and plan to expand MLA to include dual immersion in kindergarten through 8th grades at the new site. The school recently opened kindergarten and 1st grade dual language cohorts and has a 6th, 7th and 8th grade dual immersion middle school program.[37]

3. Esperanza Academy

BUSD is not the only District in the Bay Area to struggle with issues of fidelity to model. For example, Esperanza Academy is a TWI school "on paper" according to their language coach, but the model has shifted over the years. Now, the school offers Spanish immersion only in kindergarten through 3rd grades. Upper elementary grades are taught only in English since students are tested in English and school leaders feel pressure to increase test scores. In kindergarten through 2nd grades, language arts and math are taught in Spanish, while social studies, science, and ELD are taught in English. In 3rd grade, social studies and science are taught in Spanish while language arts, math and

[37] Oakland Unified School District, Melrose Leadership Academy website

ELD are taught in English. There are many teachers at Esperanza that lament the fact that they have strayed from the TWI model and hope to increase the levels of Spanish instruction in the future. As their language coach explained, since test scores have risen recently, the school might try to move back toward a traditional TWI model.

4. Global Family School

Global Family School (GFS) opened in August 2007, serving 260 kindergarten through 3rd grade students. Over the next two years, GFS will expand to serve kindergarten through 5th grades. GFS implements a 50:50 model in which all children have equal classroom exposure to Spanish and English. They also incorporate Project Based Learning, which is designed to place children into a setting where they learn and practice collaboration, critical thinking, written and oral communication, and the values of the work ethic.[38]

[38] Oakland Unified School District, Global Family School website

CASE STUDY: ESCUELA BILINGÜE INTERNACIONAL

Escuela Bilingüe Internacional (EBI) opened in 2006 and is a non-profit, independent school for kindergarten through 8th graders and is located in Oakland, California. EBI offers a Spanish-English bilingual curriculum. Currently, most students at EBI are native English speakers, and the school has set a goal to enroll at least 50% Spanish-speakers, although there is currently a significant minority of Spanish speakers or bilingual students.

The goal of EBI's dual immersion model is to develop students to be truly bilingual in English and Spanish with a high academic level in both languages. At the pre-k level, students are immersed for 100% of the day in Spanish. During kindergarten and 1st grade, students receive only one hour of English language instruction each day, and 2nd graders receive two hours of instruction in English. Students in 3rd through 8th grades are instructed in Spanish for 50% of the day. The school also offers courses in Mandarin. Special classes (music, art and physical education) are taught in Spanish. In addition, teachers have a well developed scope and sequence for each grade level.[39]

[39] Escuela Bilingüe Internacional website

CASE STUDY: KEY ELEMENTARY SCHOOL, ARLINGTON, VIRGINIA[40]

Key Elementary School, Arlington, Virginia

Arlington, Virginia, has embraced two-way immersion education by offering a TWI sequence that begins in three elementary schools and continues through a middle school strand and an expanding high school program. Arlington's TWI program began with a single first grade class in 1986 at the Francis Scott Key Elementary School, initiated by staff who had become interested in alternative models for educating language minority and language majority students. Today the whole-school immersion program at Key serves 520 students with a waiting list for admission and consistently graduates students who are bilingual and academically successful.

Key draws learners from throughout Arlington County, though children from the immediate neighborhood and siblings of presently enrolled students are given priority. In all grades, an approximate balance of 50 percent native English speakers and 50 percent native Spanish speakers is maintained, and the student body reflects the diversity of the area: 57 percent are Latino, 36 percent White, 6 percent African-American, and 1 percent other. The school also includes students from a range of ability levels, with 13 percent of students recognized as gifted and talented and 14 percent as having special learning needs. Approximately half of the students receive free or reduced-priced lunch.

Key follows a classic "50/50" model, delivering balanced amounts of instruction in English and Spanish at all grade levels. The students change language of instruction (and usually teachers) at midday. Science and math are consistently taught in Spanish, while social studies and all specials (art, physical education, music) are offered in English. Language arts classes are conducted in both languages and initial literacy instruction for all students takes place in both Spanish and English. English language learners receive a graduated range of pull-out services to supplement their English language development.

With a focus on "enrichment," all students are encouraged and expected to achieve the appropriate academic standards *and* meet the linguistic goals of bilingualism and biliteracy, building on the language resources they bring to the classroom. Heterogeneous pairs and small groups are emphasized to give opportunities for meaningful interaction between peers who are native speakers of each language and those who are learners. Concurrent use of both languages of instruction, either by consecutive translation or code-switching, is strongly discouraged, and teachers take pains to maintain the separation of languages.

On statewide tests of English, math, science, and history in 1999, Key students did as well or better than their counterparts in other Arlington schools and across the state. By the fifth grade, it is difficult to differentiate between the native Spanish and native English speakers in terms of their mastery of the English language. In Spanish, most English-background speakers are orally fluent, though they may lack vocabulary and produce certain "fossilized" grammar errors. The native Spanish speakers maintain and develop their first language (skills typically lost in other types of programs). The two-way immersion program at Key brings together children who otherwise might not meet and succeeds in educating them together in two languages.

Figure 1. Key Elementary School, Arlington, Virginia: A case study.

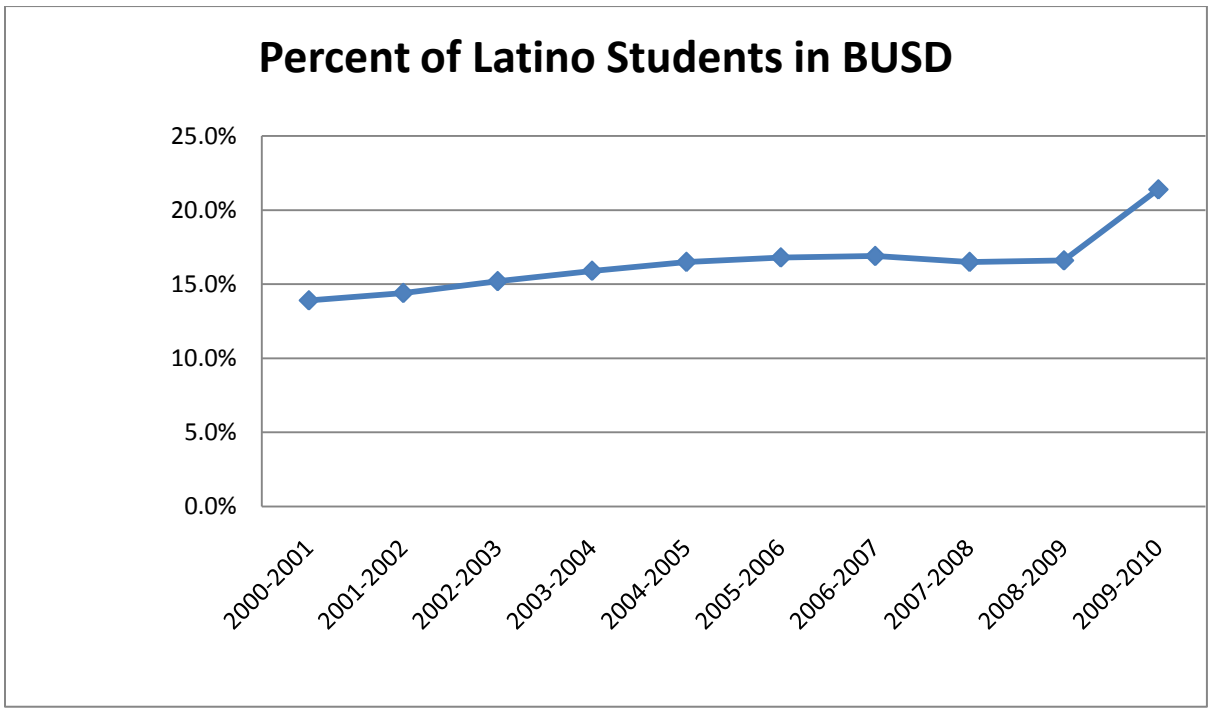
[40] Christian, D., Howard, E., & Loeb, M. (2000)

BACKGROUND INFORMATION: DISTRICT PROGRAMS AND PROTOCOLS

BUSD's English learner population

The percentage of Latino students in BUSD has increased from 13.9% of the District's student population in 2000 to 21.4% in the 2009-2010 school year.[41] Over the last decade, the percent of English learners in the District has remained fairly consistent, between 12% and 15% of the student population. Spanish is by far the predominant language of ELs in the BUSD. Approximately 8.6% of BUSD students speak Spanish.[42]

Languages of English Learner Students in BUSD in 2009-2010		
	Number of Students	**Percent of Enrollment**
Spanish	793	8.60%
Arabic	73	0.80%
Urdu	45	0.50%
Cantonese	23	0.20%
Vietnamese	21	0.20%
All Other	366	4.00%
Total	**1,321**	**14.40%**



[41] Ed-Data, District Data, California Department of Education, Educational Demographics Office, Language Census, School Fiscal Services Division

[42] Ibid.

BUSD's two-way immersion (TWI) program
Berkeley Unified School District has a two-way immersion Handbook that was developed a few years ago and is given to all TWI teachers in the District. It has information on the intended BUSD TWI model, benchmarks for measuring success, assessments for measuring outcomes, student data, parent outreach, and research on TWI models and outcomes.

The TWI program in BUSD is offered at three elementary schools (Rosa Parks, Cragmont, and LeConte) and one middle school (Longfellow). The TWI program is offered in kindergarten through 8th grade and is not offered in high school in BUSD. The TWI program offers primary language instruction for Spanish speaking students to help them maintain and strengthen their native language and, at the same time, offers Spanish language instruction for English speaking students to teach them a second language.

The intent of the program, as stated by the District, is to provide support and core instruction in Spanish through the elementary grades, and students are taught dominantly in Spanish for the first few years. According to the District, Spanish speaking primary language students are the intended beneficiaries of the program. While it may seem counter-intuitive since students are taught primarily in Spanish in the early grades, the key purpose of native language instruction for ELs is to enable them to eventually learn English with greater proficiency. The goal is that both English learners and Spanish learners become biliterate in reading and writing by 5th grade. The TWI program is considered a late exit program because it does not transition students to 100% English instruction until after middle school, as opposed to the bilingual program at Thousand Oaks that is an early exit program, focused on transitioning students to instruction in English.

BUSD Enrollment Procedures
Many parents in BUSD choose to enroll their children in early childhood education in the District. If enrolled in a pre-k program, parents are provided detailed information over the course of their time in pre-k about BUSD's kindergarten enrollment procedures. There are specific enrollment procedures parents need to follow. The Admissions Office Manager, Melisandra Leonardos, was kind enough to explain the procedures.

For new students, the following must be submitted to the Admissions Office by the parent/guardian to receive a student assignment:

- Parent Preference Form
- Student's birth certificate
- Three proofs of Berkeley residency in parent/guardian's name

The enrollment period for the 2011-2012 school year began on January 3rd, 2011. This "first round" of admissions lasted five weeks and ended on February 4, 2011. Parents were informed that they would get their "best chance" of placement if they applied by the first deadline. The Admissions Office then went through a process of checking all data and rechecking all entered information. People who actually resided in the District were entered into the lottery system at the end of February and beginning of March.

Each year, when parents fill out the Parent Preference Form, they must answer five questions in the "Home Language Survey" box. The first four questions are required by the California Department of Education. The questions included are:

1. Which language did your child learn when s/he began to speak?
2. Which language does your child use more frequently at home?
3. Which language do you most frequently speak to your child?
4. Which language is most often spoken by the adults at home?
5. In what country was your child born?

If a language other than English is indicated on the form, the student must take the Quick Inventory Assessment (QIA) test in both English and Spanish. Jessie Montiel administers this test and reports the results to the Admissions Office. Students' language proficiency in both languages is rated using the following scale, similar to the CELDT exam:

- Beginning
- Early intermediate
- Intermediate
- Early advanced
- Advanced

The Admissions Office uses a complex lottery system to assign students to schools. The TWI lottery is held first. Students who are identified as Spanish speaking by the QIA test who indicated that they preferred the TWI program on the Parent Preference Form are hand-placed into a TWI program (depending on their zone) or placed in the bilingual program at Thousand Oaks Elementary School. The bilingual program has historically been for students who are truly bilingual. Students who are Spanish dominant are automatically placed into TWI if that is their preference. The lottery for English language spots in TWI are reserved for both students who speak English only and students who are bilingual. Two waiting lists exist for the TWI program:

1. English dominant or bilingual students
2. Spanish dominant students

If parents live in the Northwest Zone, they can choose between the Thousand Oaks (bilingual), Rosa Parks (TWI), Jefferson, or Berkeley Arts Magnet. Parents in the Central Zone can choose between Cragmont (TWI), Berkeley Arts Magnet, Oxford, Washington, or Malcolm X. Parents living in the Southern Zone choose between John Muir, Emerson, LeConte (TWI) or Malcolm X.

The second round of admissions runs at the end of June. **The Admissions Office is not in the practice of placing bilingual students into TWI spots reserved for Spanish speakers.** According to Melisandra Leonardos, the Admissions Office Manager, these spots are held open as long as possible in case Spanish dominant students are enrolled over the summer.

At the March 9th BUSD Board workshop, the following figures were presented summarizing the results of the first admissions round of English learner program selections:

- Of the incoming families of Spanish speaking English learner kindergartners, 17 listed TWI programs as the 1st choice in the first round of the assignment lottery
- Bilingual students who are not English learners can fill available places later in the process
- 3 listed the bilingual program at Thousand Oaks as the 1st choice
- 10 bilingual students who are not English learners have also been assigned to Thousand Oaks in the first round

Testing for English learners
If a language other than English is listed on the Home Language Survey, the student is given the California English Language Development Test (CELDT) to determine if s/he is proficient in English, but the results of this exam do not impact assignment to BUSD language programs. If a student is found to be fluent in English on the first CELDT administration, they are identified as Initially Fully English Proficient (IFEP) and the District does not need to provide the student with any additional language services. Students who do not demonstrate English fluency are identified as English learners and are reassessed with the CELDT annually until they are redesignated as Fully English Proficient (RFEPs). It is the District's goal to help students become RFEPs. ELs must meet three criteria in order to be redesignated:

1. Reach early advanced in all areas of CELDT exam (must earn a 4 or above on 5 point scale)
2. Achieve basic proficiency on the CST in English for two years
3. Be recommended by their teacher for redesignation

Typically, redesignation happens between 5th and 7th grades. Students who are in the District longer than 5 or 6 years and are not redesignated are referred to as Long-Term English Learners (LTELs). BUSD would like to decrease the population of LTELs.

In addition to taking the CELDT exam annually in the fall, beginning in kindergarten and until they are reclassified as RFEP, Spanish speaking English learners who have been in the country for less than a year and Spanish speaking students who receive instruction in Spanish also take the Standards Test in Spanish (STS) in the spring. All students must take the California Standards Test (CST) in English in the spring. BUSD also has its own tests that it administers. Students in kindergarten, first, and second grades take District exams three times a year in math (tested in English), reading, writing, and spelling. For the latter three subjects, TWI students are tested in Spanish. Starting in 3rd grade, students take the District exam primarily in English (although for one trimester, they take the writing portion in Spanish).

Additional BUSD services for English learners
BUSD is fortunate that, in a funding climate where many Districts have cut their language programs, BUSD still has a bilingual program and a two-way immersion program. In addition, the District offers SDAIE services at all BUSD schools.

<u>SDAIE</u>
SDAIE exists at all BUSD schools, including schools that also offer bilingual or two-way immersion programs. According to the DVD BUSD created to explain its EL programs to parents, the objective of SDAIE is to help students learn English. SDAIE is a method of teaching students in

English and is intended to develop students' skills in both the subject material and in the use of the English language. Program elements include:

- Specially designed lessons, often called scaffolding, that provide support structures within the lessons to ensure the English learners can access the content
- Structures that can be utilized in any subject area at any grade level
- All classes are taught in English
- Students receive 30 minutes of ELD each day, but are integrated with everyone else the rest of the day
- All classes must have SDAIE trained teachers

Bilingual program

In addition to TWI, the DVD provided by the school District explains that the Thousand Oaks bilingual program is for native Spanish speakers and students that are already bilingual. The program's objectives are for students to be bilingual and bicultural, learn to read and write in English and Spanish, and learn all material in English and Spanish. The bilingual program:

- Offers primary language instruction in core subjects to students in grades K-3
- Is an early exit program, transitioning student to English only instruction in 4th grade
- Provides some support to students in grade 4 and 5, but the primary subjects are not taught in Spanish then
- Intends for students to transition to English language instruction
- Current number of kids:
    - K – 18
    - 1st – 15
    - 2nd – 19
    - 3rd – 16
- After that point, students start to integrate in with other students
- The levels of Spanish/English instruction as estimated on the District's DVD:
    - K – 80:20
    - 1st – 70:30
    - 2nd – 60:40
    - 3rd – 50:50

English Language Development (ELD)

- All students identified as ELs are required to receive 30 minutes of ELD each day including in bilingual and TWI classrooms
- ELD is the study of the structures and patterns of English for students learning English as a second language.
- It is *not* English Language Arts
- ELD has its own curriculum and content standards that focus on English structures
- ELD should be taught at the students' current CELDT level during the school day

Seal of Biliteracy

The Seal of Biliteracy is a program the District is going to implement. Several Districts, including San Francisco Unified School District, already implement this program. The seal will be included on a students' diploma and is intended to give recognition to students who have developed literacy skills in a language other than English. Requirements for the District include the development of criteria for assessing students' literacy skills in languages other than English before graduation. Staff proposes to implement the seal for high school graduation and then develop pathways for other grades to achieve this distinction in the future.

English learner outcomes in BUSD

Rebecca Cheung, Director of Evaluation and Assessment, presented recent data at the March 9, 2011 Board workshop on English learners. The data came from a recent study completed by University of California, Berkeley graduate students, looking at K-12 English learners and RFEPs (since they were former English learners) in BUSD. She explained that parents of English learners in BUSD have diverse educational backgrounds.

Ms. Cheung believes the high level of education of many parents is related to proximity to the University of California, Berkeley and the number of international students that come to study on sabbatical and enroll their children in BUSD. Currently, 500 (38%) of English learner students are considered Long-Term English Learners (LTELs). There are observable differences between the LTEL and RFEP populations.

LTEL vs. RFEP Demographics

	LTEL	RFEP
Race	72% Hispanic	63% Hispanic
Home Language	74% Spanish	65% Spanish
Birth Country	71% USA, 16% Mexico	65% USA, 13% Mexico
Free/Reduced Meals	71% Participants	65% Participants
Learning Disability	17% Identified	3% Identified
Parents Come College +	28% of Parents	31% of Parents

The Evaluation and Assessment Office analyzed the demographics and performance of Spanish speaking EL and RFEP students and found that about 60% of ELs are from Spanish speaking homes in BUSD.

The data broke down analysis of students into the following groups:

TWI students

- Current students enrolled in kindergarten through 8th grades in TWI
- Students in grades 6-8 who completed the TWI elementary program but are not participating in the Longfellow Middle School TWI program

Bilingual students

- Students who completed kindergarten through 3rd grades in bilingual program
- Students in 4th through 8th grades who completed bilingual program

SDAIE students

- EL and RFEP who have not been in TWI or the bilingual program

The analysis found the following demographic correlations for kindergarten through 8th grades Spanish speaking EL and RFEP students:

- Students whose parents have lower education levels are more likely to have been in United States schools longer
- Students in higher grades are more likely to have parents with lower education levels
- Students participating in the subsidized lunch program are less likely to be redesignated
- Students whose parents have lower education levels are more likely to be enrolled in the TWI program
- US born students are more likely to be enrolled in the TWI program
- The correlation between national origin and the bilingual program is not significant
- The large majority of Spanish speaking ELs have parents with lower education levels than all ELs in the District
- Spanish speaking families are more socioeconomically disadvantaged than EL families as a whole in the District

Cohort Analysis - 2nd through 6th grades: CST

- 66% of Spanish speaking EL and RFEP 6th graders in the Class of 2010 attended BUSD elementary from grade 2nd through 6th grades
- Of the 37 TWI and bilingual students who scored below Proficient on the CST ELA in 2nd grade, 15 (41%) scored at Proficient or above in 6th grade
- Of the 12 SDAIE students who scored below Proficient on the CST ELA in 2nd grade, 4 (33%) scored at Proficient or above in 6th grade
- Of the 37 TWI and bilingual students, 5 (14%) lost at least one level on the CST ELA in 6th grade
- Of the 12 SDAIE students, 1 (8%) lost one level on CST ELA in 6th grade

Cohort Analysis - 2nd through 5th grades: CELDT

- 50% of Spanish Speaking EL 5th graders in the Class of 2009 had CELDT scores in both 2nd and 5th grades
- Of the 28 TWI and bilingual students who scored below Proficient on the CELDT in 2nd grade, 14 (50%) scored at Proficient or above in 5th grade
- Of the 12 SDAIE students who scored below Proficient on the CELDT in 2nd grade, 5 (42%) scored at Proficient or above in 5th grade
- Of the 28 TWI and bilingual 5th grade students, only 1 student's performance on the CELDT declined
- Of the 12 SDAIE students, only 1 student's performance on the CELDT declined

79% of TWI and bilingual students stay in BUSD for middle school. However, approximately 45% of the TWI students who stay do not choose the middle school TWI program. Rosa Parks sends fewer TWI students to the middle school program than Cragmont and LeConte.

When the English only program scores are weighted to reflect the same population as TWI, there are mixed results. When the English only program scores are *not* weighted, TWI scores are higher. Overall, TWI students outperform non-TWI students at Cragmont, LeConte, and Rosa Parks. TWI students at Cragmont outperform the TWI students at LeConte and Rosa Parks in the Class of 2008 and 2009. Achievement patterns vary between cohorts and subjects.

According to District data, regardless of program, native Spanish speaking LEP student achievement generally fell in the Basic range. In grades 5 and higher, TWI LEP native Spanish speaking students outperform their counterparts on the CST ELA. Proficiency in Math is lower than ELA for all groups.

Rates of proficiency are very high (approximately 80%) among TWI native English speaking students. There is variation in student achievement between TWI sites which indicates possible differences in programs. Native English speakers in TWI have very high performance on the CST. Native Spanish speakers in TWI generally performed at or above their peers in other programs, however still mostly in the Basic range.

Current BUSD actions for students falling behind

At the March 9, 2011 Board workshop, principals were asked to talk about steps they are currently taking to reach out to English learners who are falling behind. Paco Furlan, principal at Rosa Parks, explained that he believes students who are falling behind need more time. Rosa Parks is creating more time after school for homework help and reading instruction. They have over 240 students in after-school program and are looking for ways to organize that and get more certified teachers to stay after school.

Cragmont's Principal, Evelyn Bradley explained that they are providing intervention for all students. Tutors are working with teachers during the day on skill specific instruction, and they have hired bilingual literacy coaches, working specifically with kindergartners and 1st graders for English and Spanish instruction so that by the time they get to 5th grade, they are RFEP.

BUSD Parent Outreach

BUSD has an Office of Family and Community Partnerships (OFCP). Maya Hernandez, the manager of the office, has served in her role for the last year and a half and works with her team to promote outreach to families in the District about various programs. This past year was the first year she worked on outreach for the TWI program specifically.

The OFCP began working closely with TWI parent groups. The District holds a Kinder Fair, where parents can attend and learn about the various kindergarten programs in the District. This year, parents of TWI students set up a table to promote the program. In coordination with the Admissions Office, the OCFP worked to do a series of outreach events. Last fall, members of the OCFP did presentations for three pre-k's in the District. They spent about 1.5 hours at each of the pre-k's explaining the admissions process and the programs BUSD offers for ELs. In November,

they did community based presentations in English and Spanish and provided materials in both languages. Through this process, they reached about a total of 70 parents through BUSD pre-k's alone. In addition, the OFCP office did presentations at two Head Starts as well as at the Bahia program (a local program for pre-k aged kids). They covered the enrollment process, advertised the Kinder Fair, school visits, and information nights.

In January, they did a second round of presentations (before the first enrollment deadline closed). Head Start did not invite them back in January, but they did do another presentation at Bahia and did a combined presentation for the three BUSD pre-k's. For these presentations, they brought in two retired teachers who worked in the bilingual program to help develop a presentation on importance of being bilingual. In these presentations, they went into detail about gains made for students in TWI and bilingual programs in the long run.

In addition, the OFCP met with members of the Friends of Berkeley TWI group to collaborate on outreach. District OFCP members attended the Friends of Berkeley TWI outreach event in January, at LeConte and provided enrollment packets and information to Latino families. The OFCP also collaborated on making a DVD for parents explaining BUSD's programs for English learners. The DVD included parents with children in various programs, explained the benefits of being bilingual, and instructed parents on where they need to go to register and how the fill out forms. The DVD was mostly used for presentations in the community. The OFCP requested that the DVD content be uploaded to the BUSD website, but does not know if the website has the capacity.

In addition, in each of the last couple years, the OFCP called all the parents who listed Spanish as their home language that did not choose a bilingual or TWI program. The goal of the phone calls is to make sure parents are aware of all their options. Last year, very few people ended up switching as a result of the calls. Ms. Hernandez believes that if parents had more information, they might choose TWI.

Maya Hernandez has plans to improve outreach in the future and wants to collaborate with others in BUSD to:

- Begin outreach earlier
- Increase outreach to other groups that are not represented in the TWI program
- Specifically reach out to African American parents
- Update the English learner program DVD
- Develop a bookmark or refrigerator magnet listing the top five benefits of being bilingual
- Incorporate more information about benefits of the TWI program in outreach
- Reach out to the two Latino churches in Berkeley
- Work with District and individual schools to improve the quality of communication about TWI program
- Help District organize information about TWI
- Improve BUSD website to make it more parent friendly
- Improve the plan for what schools and the District can do when CELDT and CST scores are lower than parents expected

- Develop protocol for new families to visit with the OFCP before they fill out the registration paperwork so they have time to be counseled on the individual District programs before they select schools for their children
- Have regular meetings for Spanish speaking TWI parents to talk about the issues, including someone there from the school sites (the OFCP has broad information, but it is important that teachers are at these meetings to talk to parents about instructional strategies and what they can do work with kids that are scoring lower)
- Work with schools to think about interventions that will help the kids that are scoring lower than their average peers

There are concerns that the February 4, 2011 deadline was too early and that many parents in the District, especially those that are low income or work long hours, did not know about registering their child. There is also a misconception in the community that if parents do not register by the first deadline, their children will not be able to participate in TWI/ This year, the OFCP is developing a baseline for how many parents apply after the initial deadline. Last year, only 4 parents requested Rosa Parks by first deadline – this year, that number increased to 8. Ms. Hernandez believes the increase is due in part to the actions of the Friends of Berkeley TWI group and to the efforts of the OFCP. She recommends that the OFCP continues to work with the Admissions Office to track which families apply by the first and second deadlines.

Overall, Ms. Hernandez believes that outreach to Latino families can be improved, but that Latino parents are making decisions they think are best for their kids. While individuals in the OFCP might believe TWI is the best way for kids to learn English and Spanish, they have a responsibility to provide information to parents about all programs and let them decide for themselves. Ms. Hernandez explained that in her interactions with parents and through her own experience in coming to the U.S., many parents place strong cultural priorities on learning English. Ms. Hernandez believes more education needs to happen around the long-term benefits of TWI, which has not always happened in the past.

KEY FINDINGS FROM TRENDS IN TWO-WAY IMMERSION EDUCATION: A REVIEW OF THE RESEARCH[43]

Academic Achievement

- Both native Spanish speakers and native English speakers in TWI programs perform as well as or better than their peers in other types of programs on both English and Spanish standardized achievement tests.
- Within TWI programs, native speakers tend to outperform second language learners; that is, speakers tend to score higher on Spanish achievement tests.
- There is some indication of transfer of contend knowledge from one language to the other, as students were sometimes instructed in one language and assessed in the other and still demonstrated grade-appropriate mastery of the content.

Language and Literacy Development

- Native Spanish speakers tend to be more balanced bilinguals than native English speakers.
- Students rated as balanced bilinguals with high levels of proficiency in both languages tend to outperform other students.
- There is some indication of transfer of literacy skills across languages when orthographies are similar.

Integration of Language Minority and Language Majority Students

- Merely grouping students together does not promote collaboration in and of itself.
- Students are helped by working together in integrated settings. Second language learners acquire vocabulary and syntax, while native speakers gain greater metalinguistic awareness through their language-brokering activities.
- There seem to be differences in peer interaction during Spanish instructional time and English instructional time, both in terms of focus and language use.
- Students have positive feelings toward themselves and others and have generally positive attitudes toward bilingualism and toward school.

[43] Howard, Sugarman, et al., 2003

BUSD TWI OUTREACH MATERIALS COMPARED TO FRIENDS OF BERKELEY TWI OUTREACH MATERIALS

Berkeley Unified School District

Programas para
Los Hispanohablantes y
Los que aprenden español

Berkeley Unified School District
2134 Martin Luther King Jr. Way
Berkeley, CA
94704
Tel: 510-644-6202

No dude en ponerse en contacto con cualquiera de las escuelas para aprender más acerca de los programas y planificar una visita.

Bilingual Program

Thousand Oaks Elementary
840 Colusa
644-6368

Two Way Immersion

Cragmont Elementary
830 Regal Road
644-8810

LeConte Elementaty
2241 Russell St.
644-6290

Rosa Parks Elementary
920 Allston Way
644-8812

Longfellow Middle School
1500 Derby St.
644-6360

Berkeley Unified School District

William Huyett
Superintendent

Board Members
Karen Hemphill
Beatriz Leyva-Cutler
Nancy Riddle
John T. Selawsky
Shirley Issel

Descripción de los programas

El Distrito Escolar Unificado de Berkeley ofrece tres programas para estudiantes de habla española para apoyar su transición al inglés. El Programa Tradicional , que se ofrece en todas las escuelas BUSD incluye desarrollo del idioma Inglés para los estudiantes, pero sin el apoyo de instrucción en español. El programa de Doble Inmersión ofrece la oportunidad a los estudiantes que hablan español e Inglés para aprender a leer y escribir en español. El programa bilingüe provee instrucción español para los estudiantes que están aprendiendo Inglés, pero necesitan apoyo en español .

Programa Tradicional

Este programa proporciona la instrucción para todos los estudiantes en inglés. Los estudiantes que son aprendices del idioma inglés (ELD) se les proporciona instrucción de Inglés con el apoyo y desarrollo del idioma Inglés todos los días para apoyar su transición para convertirse fluidos en Inglés (FEP). Los estudiantes reciben diversas estrategias de instrucción para apoyar su aprendizaje llamado SDAIE, que ayuda a los estudiantes enlazar su comprensión en español a inglés.

Programa Bilingüe

El programa bilingüe se encuentra en la escuela primaria de Thousand Oaks y es un programa que apoya la transición proporcionando la instrucción en español en las materias principales para los estudiantes de habla española dominante. Los estudiantes en este programa pasan a un salón de clases tradicional de inglés solamente en el 4º grado.

Doble Inmersión (TWI)

El programa de doble inmersión proporciona instrucción en español para los hispanohablantes y los que hablan inglés. El objetivo es que los estudiantes sean bilingües en ingles y español. Los estudiantes en este programa representan 50% hispanohablantes y 50% hablantes del Inglés para que los hispanohablantes pueden modelar el español. Este programa comienza con el 75% del día con enseñanza en español y al 8 º grado sólo el 20% de la enseñanza será en español. Esto ofrece a los estudiantes de Inglés el tiempo suficiente para la transición al Inglés académico de su español nativo.

Los padres que soliciten el programa e indican la capacidad de español, serán evaluados en Inglés y español para determinar el nivel de fluidez y el idioma dominante. Estudiantes que hablan Inglés que solicitan TWI se pondrán en un sorteo para uno de los espacios disponibles. Algunos estudiantes bilingües (con las dos habilidades del lenguaje inglés y español) se pueden identificar, ya sea para espacio de habla inglés o español.

Berkeley Unified
School District

William Huyett

Superintendent

Board Members

Karen Hemphill

Beatriz Leyva-Cutler

Nancy Riddle

John T. Selawsky

Shirley Issel

Please feel free to contact any of the school sites to learn more about the programs and plan a visit.

Bilingual Program

Thousand Oaks Elementary

840 Colusa

644-6368

Two Way Immersion

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830 Regal Road

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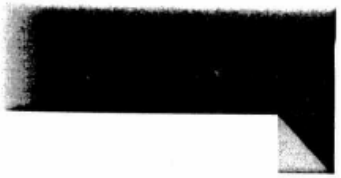


Berkeley Unified School District Programs for English Language Learners and Spanish Language Learners

Berkeley Unified School District
2134 Martin Luther King Jr. Way
Berkeley, CA
94704
Tel: 510-644-6202

Program Overview

Berkeley Unified School District offers three programs for Spanish speaking students to support their transition into English. First, the Sheltered English program ,offered at all BUSD schools, includes daily English Language Development for students but without the support of instruction in Spanish. The Two -Way Immersion Program offers the opportunity for Spanish and English speaking students to learn to read and write in Spanish. The Bilingual Program provides primary language instruction for those Spanish speaking students who are learning English but need additional support in their home language.

Mainstream English Program with Support

This program provides instruction for all students in a classroom where instruction is in English. Students who are English Language Learners are provided English instruction with support and daily English Language Development (ELD) to support their transition to becoming Fluent English Proficient (FEP). Students receive special instructional strategies to support their learning called Specially Designed *Academic Instruction in English* (SDAIE) which helps students bridge their understanding content in Spanish to English.

Bilingual Program

The Bilingual Program is located at Thousand Oaks Elementary and is an early transition support program that provides primary (Spanish) language instruction in core subject areas for Spanish dominant students. Students in this program transition into a regular , English only, classroom in 4th grade.

Two-Way Immersion (TWI)

The Two-Way Immersion program provides instruction in Spanish for both English and Spanish speakers. The goal is for students to become bilingual and bi-literate. Classes in this program are 50% Spanish speakers and 50% English speakers so that Spanish speakers can model Spanish for English speakers. This program begins with 75% of the day taught in Spanish in Kindergarten and by 8th grade only about 20% of the day is taught in Spanish. This offers the English Learners sufficient time to transition to academic English from their native Spanish.

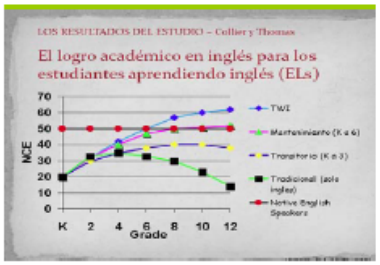
Parents who apply to the program and indicate Spanish language ability will be assessed in both English and Spanish to determine the level of fluency and dominant language. English speaking students who request TWI will be put into a lottery for one of the available spaces. Some bi-lingual students (having both English and Spanish language skills) may be identified for either an English or Spanish speaking slot.

a utilizar el examen CELDT para tomar decisiones sobre cuánto apoyo debe recibir un Aprendiz de Inglés (EL) y si debe ser "reclasificado" como competente en inglés. Pero esta reclasificación solo significa que su hijo no necesita más apoyo adicional. Si su hijo no es reclasificado rápidamente, no es algo malo para su hijo. Son los distritos los que son juzgados por el número de "reclasificaciones" que tienen, no sus estudiantes. En muchos casos un niño que NO es reclasificado tiene acceso a apoyo adicional, tutorías, y a maestros especializados.

Mito #7: ***Mi hijo será para siempre un aprendiz de inglés si lo inscribo en un programa bilingüe.***

Realidad: Los estudiantes que han estado en Inmersión Dual o en el Programa Bilingüe Transitorio de Thousand Oaks, tienen el doble de posibilidades de ser reclasificados como competentes en inglés que los inscritos en programas exclusivamente de inglés.

Logro Académico



Esta información fue proporcionada por "Amigos de Inmersión Dual de Berkeley", un grupo de padres y maestros dedicados al mejoramiento y mantenimiento del Programa ID (TWI en inglés) de las escuelas de Berkeley.

Mitos y Realidades Sobre el Aprendizaje del Inglés a través de una Educación Bilingüe:

Lo que las familias latinas deben saber

Friends of TWI
BerkeleyTWI@gmail.com
Berkeley, CA

Mitos y realidades sobre el aprendizaje del inglés a través de una educación bilingüe: lo que las familias latinas deben saber.

Mito # 1: ***Los estudiantes en los programas convencionales de inglés obtienen mejores calificaciones en los exámenes estatales que los estudiantes de Inmersión Dual o de otros programas bilingües.***

Realidad: los que están en proceso de aprendizaje de inglés generalmente tienen dificultades con los exámenes durante bastante tiempo, tanto si están en el programa sólo de inglés como si no. Los exámenes estatales en inglés comienzan en 2do. grado para todos los estudiantes, incluyendo a los Aprendices de Inglés (conocidos como English Learners o ELs en inglés). Hasta los recién llegados que han estado aquí por más de 6 meses tienen que tomar los exámenes de lectura y matemáticas en inglés. Los estudiantes que asisten a programas exclusivamente en inglés a menudo obtienen mejores calificaciones en los exámenes estatales durante los primeros dos años, pero no después. En cambio los estudiantes que también han sido educados en español, para cuando terminan la primaria ya comenzaron a superar a sus compañeros. Y desde la secundaria en adelante su rendimiento académico es muy superior al de sus compañeros en programas de inglés convencional. Numerosas investigaciones han probado que para los estudiantes Latinos, los programas de inmersión al español son los más exitosos para reducir la "brecha de desempeño académico" y aumentar la tasa de graduados de secundaria y preparatoria.

Mito: # 2: ***A los niños sólo les toma uno o dos años aprender inglés si están expuestos a ese idioma.***

Realidad: Muchas veces a los niños sólo les toma uno o dos años aprender inglés *conversacional*. Por eso puede que tengan la capacidad de hablar inglés en el parque y hasta traducir en una tienda, la escuela, o en el consultorio del médico. Pero toma mucho, mucho más tiempo para que los niños puedan desempañarse académicamente en su segundo idioma. En promedio, toma de seis a ocho años para que un niño aprenda inglés lo suficientemente bien como para poder tener el mismo desempeño que los niños americanos en los exámenes. Muchos niños inmigrantes (o hijos de inmigrantes) pueden no comenzar a obtener calificaciones aceptables en los exámenes estatales hasta el 5to. grado o más tarde. Aún cuando un estudiante tenga maestros excelentes y trabaje duro para aprender, el inglés académico requiere de bastante tiempo para poder llegar a leerlo y escribirlo al nivel del grado en el cual está el estudiante.

Mito #3: ***La inmersión en inglés es la mejor manera de aprender ese idioma.***

Realidad: Muchas familias asumen que la mejor forma de aprender inglés es asistir a la escuela únicamente en ese idioma (conocido como "Programa exclusivamente en inglés") . Y efectivamente, a algunos niños latinos les va muy bien siendo educados completamente en inglés. Sin embargo, los investigadores han encontrado que los estudiantes latinos que asistieron a la Inmersión Dual u a otro programa bilingüe por lo menos 6 años, no sólo es más probable que lleguen a ser competentes en el español oral, escrito, y leído, sino que también lleguen a serlo en el inglés. De hecho, aprender a leer y escribir español a un nivel académico ayuda a la mayoría de los estudiantes, ya que aplican lo que saben en español al inglés. Desafortunadamente, muchos de los estudiantes latinos que sólo son educados en inglés no llegan ni siquiera a graduarse de la secundaria. Entonces, no asisten a la universidad ni tienen empleos profesionales. Muchos estudiantes en California que han sido educados exclusivamente en inglés, sin desarrollar su español, nunca llegan a ser completamente competentes ni en inglés ni en español.

Mito # 4: ***los niños americanos en el programa de Inmersión Dual aprenden español a cuestas de los niños latinos.***

Realidad: Es cierto que los niños americanos en el programa de Inmersión Dual (ID) aprenden español, y muchos padres americanos en Berkeley quieren que sus niños sean bilingües. Pero el programa de Inmersión Dual se inició en Berkeley para aumentar el desempeño académico de los estudiantes Latinos. ¡Y ha resultado sumamente exitoso en conseguirlo! La mayoría de los estudiantes Latinos de ID llegan a obtener mejores calificaciones que sus compañeros en otros programas, en los exámenes estandarizados del estado- y casi todos ellos se gradúan de la escuela secundaria.

Mito #5: ***Mi hijo aprenderá español en casa, no es necesario que vaya a la escuela para eso.***

Realidad: Muchos jóvenes pueden manejar un español informal o pueden ser capaces de mantener una conversación en español. Pero para muchos de ellos les es difícil leer el periódico en español, o escribir cartas a sus abuelos u a otros familiares que están en sus países de origen. Aunque sus familias estén comprometidas a enseñarles a leer y escribir el español, los niños latinos que crecen aquí y no tienen la oportunidad de ser educados en español, muchas veces tienen un español "deficiente". El alfabetizar a un niño sin el apoyo de una escuela es un compromiso muy grande en términos de tiempo y esfuerzo, que la mayoría de los padres no tienen por tener que trabajar.

Mito #6: ***Un estudiante necesita pasar el examen CELDT lo antes posible.***

Realidad: El Examen del Desarrollo del Idioma Inglés de California, conocido como CELDT por sus siglas en ingles, es una prueba relativamente reciente y se creó para medir el progreso de los estudiantes en cuanto al nivel de inglés oral, escrito, escuchado, y leído. La intención nunca fue que fuese un examen para ser aprobado o reprobado. A medida que su hijo progresa en la escuela, usted podrá ver cómo avanza de "inglés principiante", a "inglés intermedio", y hasta llegar a "nivel avanzado de inglés". Sin embargo, toma años para que esto suceda. Los investigadores más respetados en el campo del aprendizaje de los idiomas, dicen que toma entre 6 y 8 años de estudio para aprender un segundo idioma al mismo nivel académico que los que lo hablan como lengua materna. Muchos distritos escolares, incluyendo el de Berkeley, han comenzado a

ALTERNATE ASSESSMENTS FOR PLACEMENT AND SPANISH FLUENCY OF ENGLISH SPEAKERS

*pre*LAS 2000

The *pre*LAS 2000[44] is a CTB/McGraw Hill product that assesses English and Spanish language proficiency and pre-literacy skills for pre-k, kindergarteners, and 1st graders and assists with instructional placement. It allows the tester to compare students' language skills with fluent native speakers and identify those students who may benefit from special instruction. The test is observational and is given one on one, uses a paper and pencil, takes about fifteen minutes, and can be scored by hand or scanned locally.

The cost is minimal. The District can buy a kit and 50 assessment sheets for about $250. Ongoing costs for additional assessment sheets are approximately $90 for a pack of 50.

San Francisco Unified School District, Los Angeles Unified School District, and many others use this program to assess students before they enter kindergarten.

LAS Links

The LAS Links program is also a CTB/McGraw Hill product and is a research-based, diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. It helps teachers identify language difficulties a student may have in Spanish and track and monitor progress in attaining Spanish language proficiency. This assessment is useful because English speakers are not allowed to take state exams to test their Spanish language proficiency. According to the maker, when used in combination with the English-language LAS Links K–12 Assessments, it provides a complete linguistic profile of a student. This test uses a paper and pencil and can also be scored by hand or scanned locally.

For kindergarteners through 3rd graders, the District can buy the assessment for about $120. Ongoing costs for assessment sheets are approximately $120 for a pack of 25. For 4th and 5th graders, the assessment costs about $50, and ongoing costs for assessment sheets are approximately $80 for a pack of 25

Other Districts that use this exam are Walnut Creek School District and Anaheim City School District. Los Angeles Unified School District uses this exam to test students' language needs during the first 90 days of enrollment.

[44] CTB/McGraw Hill website

[45]

[45] CTB/McGraw Hill website, The LAS Links Continuum of Effective Measurement

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May 11, 2011
SUBJECT: P-2 School Average Daily Attendance and October Enrollment Summaries

BACKGROUND INFORMATION
Based on information provided from each school site, we are presenting a comparison of the following information

- Current and prior year average daily attendance (ADA) reports for the P-2 period ended April

- Current and prior year school enrollment reports as of October

The summary report reflects the variance between FY 2010-11 and prior year for enrollment and ADA for students in our elementary, middle and high schools. The subsequent tables reflect ADA by grade and site for P-2 period and enrollment by grade and site as of October.

The variance report shows that the District's enrollment increased by 306 students and attendance increased by 200 students over the prior year.

Enrollment increased significantly, by at least 20 students, at Arts Magnet, Jefferson, Malcolm X, King, Willard, BTECH and Berkeley High School. ADA increased significantly at Arts Magnet, Jefferson, Malcolm X, King, and Willard. Enrollment and ADA decreased significantly at Cragmont.

ADA percentage to enrollment increased by at least 1% at Arts Magnet, Emerson, John Muir, Rosa Parks. ADA percentage to enrollment decreased by more than 1% at Willard, BTECH and Berkeley High School.

POLICY/CODE
Board Policy: 5113

FISCAL IMPACT
The district earns $29.66 per day and $5,375.75 per ADA.

STAFF RECOMMENDATION
Receive this October enrollment and P-2 average daily attendance summary reports for information.

BERKELEY UNIFIED SCHOOL DISTRICT
VARIANCE REPORT
P-2 2011 VS 2010
ATTENDANCE AND OCTOBER ENROLLMENT

	FY 2010-2011 Districtwide			FY 2009-10 Districtwide			FY 2010-11 VS FY 2009-10 Districtwide		
	ENROLLMENT OCTOBER	ADA -P2	ADA:Enrollment %	ENROLLMENT OCTOBER	ADA -P2	ADA:Enrollment %	ENROLLMENT OCTOBER	ADA -P2	ADA:Enrollment %
Arts Magnet	**411**	387	**94.2%**	**373**	347	**93.0%**	**38**	40	**1.1%**
Cragmont	**384**	362	**94.3%**	**409**	387	**94.6%**	**(25)**	(25)	***-0.4%***
Emerson	**310**	293	**94.5%**	**315**	292	**92.7%**	**(5)**	1	**1.8%**
Jefferson	**308**	293	**95.1%**	**285**	273	**95.8%**	**23**	20	***-0.7%***
John Muir	**235**	223	**94.9%**	**227**	209	**92.1%**	**8**	14	**2.8%**
Le Conte	**309**	293	**94.8%**	**316**	298	**94.3%**	**(7)**	(5)	**0.5%**
Malcolm X	**446**	426	**95.5%**	**414**	394	**95.2%**	**32**	32	**0.3%**
Oxford	**302**	286	**94.7%**	**296**	281	**94.9%**	**6**	5	***-0.2%***
Rosa Parks	**420**	401	**95.5%**	**414**	389	**94.0%**	**6**	12	**1.5%**
Thousand Oaks	**453**	427	**94.3%**	**445**	421	**94.6%**	**8**	6	***-0.3%***
Washington	**371**	352	**94.9%**	**352**	336	**95.5%**	**19**	16	***-0.6%***
King	**952**	910	**95.6%**	**919**	882	**96.0%**	**33**	28	***-0.4%***
Longfellow	**409**	398	**97.3%**	**417**	402	**96.4%**	**(8)**	(4)	**0.9%**
Williard	**551**	522	**94.7%**	**483**	465	**96.3%**	**68**	57	***-1.5%***
Btech	**153**	95	**62.1%**	**110**	95	**86.4%**	**43**	0	***-24.3%***
BHS	**3,275**	2,969	**90.7%**	**3221**	2,964	**92.0%**	**54**	5	***-1.3%***
Sub-total	**9,289**	**8,637**		**8996**	**8,435**		**293**	202	
Special Ed	170	156		162	150		8	6	
Ind. Study Including Part time	136	121		117	132		19	(11)	
Home & Hospital	46	14		60	11		(14)	3	
Total	9,641	8,928		9335	8,728		306	200	

BERKELEY UNIFIED SCHOOL DISTRICT

ENROLLMENT REPORT BY SCHOOL AND GRADE

OCTOBER 2010 (FY 2010-11)

School	Grade								
Elementary Level	K	1	2	3	4	5	SUB TOTAL	Special Education	TOTAL
ARTS MAGNET	61			221		129	411		411
CRAGMONT	60			217		107	384	7	391
EMERSON	59			141		110	310		310
JEFFERSON	62			148		98	308		308
JOHN MUIR	39			115		81	235	3	238
LE CONTE	55			168		86	309		309
MALCOLM X	76			236		134	446		446
OXFORD	40			164		98	302		302
ROSA PARKS	63			240		117	420	15	435
THOUSAND OAKS	82			258		113	453		453
WASHINGTON	71			195		105	371		371
IS/Home Schooling (K-5)	0			2		2	4		4
Total Elementary	668	0	0	2105	0	1180	3953	25	3978
Middle School Level	6	7	8				SUB TOTAL	Special Education	TOTAL
KING	315		637				952	11	963
LONGFELLOW	143		266				409		409
WILLARD	205		346				551		551
IS/Home Schooling (6-8)	0		7				7		7
Total Middle School	663	0	1256	0	0	0	1919	11	1930
Secondary Level		9	10	11	12	H/H	SUB TOTAL	Special Education	TOTAL
BERKELEY HIGH SCHOOL					3275		3275	62	3337
B-TECH SCHOOL					153		153		153
HOME/HOSPITAL INSTRUCTION						46	46		46
TUITION (Non-Public Schools)								72	72
IS/Home Schooling (9-12)					125		125		125
Total Secondary	0	0	0	0	3553	46	3599	134	3733
							GRAND TOTAL		9641

Comments:

Prepared By: Virma D. Reyes

Date Issued: 25-Mar-11

BERKELEY UNIFIED SCHOOL DISTRICT

ENROLLMENT REPORT BY SCHOOL AND GRADE

OCTOBER 2009 (FY 2009-10)

School	**Grade**								
Elementary Level	K	1	2	3	4	5	SUB TOTAL	Special Education	TOTAL
ARTS MAGNET	60			205		108	373		373
CRAGMONT	79			194		136	409	8	417
EMERSON	41			159		115	315		315
JEFFERSON	42			141		102	285		285
JOHN MUIR	42			114		71	227	4	231
LE CONTE	59			167		90	316		316
MALCOLM X	77			215		122	414		414
OXFORD	56			141		99	296		296
ROSA PARKS	78			226		110	414	12	426
THOUSAND OAKS	97			215		133	445		445
WASHINGTON	80			173		99	352		352
IS/Home Schooling (K-5)	0			2		4	6		6
Total Elementary	711	0	0	1952	0	1189	3852	24	3876
Middle School Level	6	7	8				SUB TOTAL	Special Education	TOTAL
KING	300		619				919	12	931
LONGFELLOW	147		270				417	0	417
WILLARD	168		315				483	0	483
IS/Home Schooling (6-8)	0		5				5		5
Total Middle School	615	0	1209	0	0	0	1824	12	1836
Secondary Level		9	10	11	12	H/H	SUB TOTAL	Special Education	TOTAL
BERKELEY HIGH SCHOOL					3221		3221	53	3274
B-TECH SCHOOL					110		110		110
HOME/HOSPITAL INSTRUCTION						60	60		60
TUITION (Non-Public Schools)								73	73
IS/Home Schooling (9-12)					106		106		106
Total Secondary	0	0	0	0	3437	60	3497	126	3623
							GRAND TOTAL		9335

Comments:

Prepared By: Virma D. Reyes

Date Issued: 26-Mar-10

BERKELEY UNIFIED SCHOOL DISTRICT

VARIANCE REPORT - ENROLLMENT BY SCHOOL AND GRADE

OCTOBER 2010 VS OCTOBER 2009

School	**Grade**								
Elementary Level	K	1	2	3	4	5	SUB TOTAL	Special Education	TOTAL
ARTS MAGNET	1	0	0	16	0	21	38		38
CRAGMONT	-19	0	0	23	0	-29	-25	-1	-26
EMERSON	18	0	0	-18	0	-5	-5		-5
JEFFERSON	20	0	0	7	0	-4	23		23
JOHN MUIR	-3	0	0	1	0	10	8	-1	7
LE CONTE	-4	0	0	1	0	-4	-7		-7
MALCOLM X	-1	0	0	21	0	12	32		32
OXFORD	-16	0	0	23	0	-1	6	0	6
ROSA PARKS	-15	0	0	14	0	7	6	3	9
THOUSAND OAKS	-15	0	0	43	0	-20	8		8
WASHINGTON	-9	0	0	22	0	6	19		19
IS/Home Schooling (K-5)	0	0	0	0	0	-2	-2		-2
Total Elementary	-43	0	0	153	0	-9	101	1	102
Middle School Level	6	7	8				SUB TOTAL	Special Education	TOTAL
KING	15	0	18				33	-1	32
LONGFELLOW	-4	0	-4				-8	0	-8
WILLARD	37	0	31				68	0	68
IS/Home Schooling (6-8)	0	0	2				2	0	2
								0	
Total Middle School	48	0	47	0	0	0	95	-1	94
Secondary Level		9	10	11	12	H/H	SUB TOTAL	Special Education	TOTAL
BERKELEY HIGH SCHOOL		0	0	0	54		54	9	63
B-TECH SCHOOL			0	0	43		43		43
HOME/HOSPITAL INSTRUCTION						-14	-14		-14
TUITION (Non-Public Schools)						0		-1	-1
IS/Home Schooling (9-12)		0	0	0	19	0	19		19
Total Secondary	0	0	0	0	116	-14	102	8	110
							GRAND TOTAL		306

Comments:

Prepared By: Virma D. Reyes

Date Issued: 25-Mar-11

BERKELEY UNIFIED SCHOOL DISTRICT

ATTENDANCE REPORT BY SCHOOL AND GRADE

P-2 (2011)

School	**Grade**								
Elementary Level	K	1	2	3	4	5	SUB TOTAL	Special Education	TOTAL
ARTS MAGNET	57	0	0	208	0	121	387		387
CRAGMONT	57	0	0	205	0	100	362	7	369
EMERSON	55	0	0	134	0	103	293		293
JEFFERSON	60	0	0	140	0	94	293		293
JOHN MUIR	36	0	0	110	0	77	223	3	226
LE CONTE	53	0	0	158	0	82	293		293
MALCOLM X	73	0	0	226	0	127	426		426
OXFORD	39	0	0	152	0	95	286		286
ROSA PARKS	58	0	0	229	0	113	401	13	414
THOUSAND OAKS	75	0	0	243	0	108	427		427
WASHINGTON	67	0	0	184	0	100	352		352
IS/Home Schooling (K-5)	1		0	7		0	8		8
Total Elementary	631	0	0	1996	0	1120	3751	23	3774
Middle School Level	6	7	8				SUB TOTAL	Special Education	TOTAL
KING	302	0	608				910	10	920
LONGFELLOW	140	0	258				398		398
WILLARD	197	0	325				522		522
IS/Home Schooling (6-8)	3	0	6				9		9
Total Middle School	642	0	1197	0	0	0	1839	10	1849
Secondary Level		9	10	11	12	H/H	SUB TOTAL	Special Education	TOTAL
BERKELEY HIGH SCHOOL		0	0	0	2969		2969	47	3016
B-TECH SCHOOL			0	0	95		95		95
HOME/HOSPITAL INSTRUCTION						14	14		14
TUITION (Non-Public Schools)								76	76
IS/Home Schooling (9-12)		0	0	0	104		104		104
Total Secondary	0	0	0	0	3168	14	3182	123	3305
							GRAND TOTAL		8928

Comments:

Prepared By: Virma D. Reyes

Date Issued: 25-Mar-11

BERKELEY UNIFIED SCHOOL DISTRICT

ATTENDANCE REPORT BY SCHOOL AND GRADE

P-2 (2010)

School	**Grade**								
Elementary Level	K	1	2	3	4	5	SUB TOTAL	Special Education	TOTAL
ARTS MAGNET	55	0	0	191	0	101	347		347
CRAGMONT	74	0	0	185	0	128	387	8	395
EMERSON	38	0	0	147	0	107	292		292
JEFFERSON	40	0	0	135	0	98	273		273
JOHN MUIR	39	0	0	100	0	70	209	4	213
LE CONTE	55	0	0	156	0	87	298		298
MALCOLM X	72	0	0	206	0	116	394		394
OXFORD	54	0	0	131	0	96	281		281
ROSA PARKS	75	0	0	211	0	103	389	10	399
THOUSAND OAKS	90	0	0	202	0	129	421		421
WASHINGTON	76	0	0	164	0	96	336		336
IS/Home Schooling (K-5)	2	0	0	5		0	7		7
Total Elementary	670	0	0	1833	0	1131	3634	22	3656
Middle School Level	6	7	8				SUB TOTAL	Special Education	TOTAL
KING	292	0	590				882	10	892
LONGFELLOW	143	0	259				402		402
WILLARD	162	0	303				465	1	466
IS/Home Schooling (6-8)	7	0	6				13		13
Total Middle School	604	0	1158	0	0	0	1762	11	1773
Secondary Level		9	10	11	12	H/H	SUB TOTAL	Special Education	TOTAL
BERKELEY HIGH SCHOOL		0	0	0	2964		2964	40	3004
B-TECH SCHOOL			0	0	95		95		95
HOME/HOSPITAL INSTRUCTION						11	11		11
TUITION (Non-Public Schools)								77	77
IS/Home Schooling (9-12)		0	0	0	112		112		112
Total Secondary	0	0	0	0	3171	11	3182	117	3299
							GRAND TOTAL		8728

Comments:

Prepared By: Virma D. Reyes

Date Issued: 26-Mar-10

BERKELEY UNIFIED SCHOOL DISTRICT

VARIANCE REPORT - ATTENDANCE BY SCHOOL AND GRADE

OCTOBER 2010 VS OCTOBER 2009

School	Grade								
Elementary Level	K	1	2	3	4	5	SUB TOTAL	Special Education	TOTAL
ARTS MAGNET	2	0	0	17.5	0	20.5	40		40
CRAGMONT	-17	0	0	20	0	-28	-25	-1	-26
EMERSON	17	0	0	-13	0	-4	0		0
JEFFERSON	20	0	0	5	0	-4	21		21
JOHN MUIR	-3	0	0	10.5	0	7.5	15	-1	14
LE CONTE	-2	0	0	2	0	-5	-5		-5
MALCOLM X	1	0	0	20	0	11	32		32
OXFORD	-15	0	0	21	0	-1	5	0	5
ROSA PARKS	-17	0	0	18	0	10	11	3	14
THOUSAND OAKS	-15	0	0	42	0	-21	6		6
WASHINGTON	-9	0	0	20.5	0	4.5	16		16
IS/Home Schooling (K-5)	-1	0	0	2	0	0	1		1
Total Elementary	-39	0	0	165.5	0	-9.5	117	1	118
Middle School Level	6	7	8				SUB TOTAL	Special Education	TOTAL
KING	10	0	18				28	0	28
LONGFELLOW	-3	0	-1				-4	0	-4
WILLARD	35	0	22				57	-1	56
IS/Home Schooling (6-8)	-4	0	0				-4	0	-4
								0	
Total Middle School	38	0	39	0	0	0	77	-1	76
Secondary Level		9	10	11	12	H/H	SUB TOTAL	Special Education	TOTAL
BERKELEY HIGH SCHOOL		0	0	0	5		5	7	12
B-TECH SCHOOL			0	0	0		0		0
HOME/HOSPITAL INSTRUCTION						3	3		3
TUITION (Non-Public Schools)						0		-1	-1
IS/Home Schooling (9-12)		0	0	0	-8	0	-8		-8
Total Secondary	0	0	0	0	-3	3	0	6	6
							GRAND TOTAL		200

Comments:

Prepared By: Virma D. Reyes

Date Issued: 25-Mar-11

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 11, 2011
SUBJECT: Information Concerning the Division of State Architect (DSA)

BACKGROUND INFORMATION
There was a recent round of stories in newspapers throughout the State of California concerning seismic safety in public schools. The stories came from research conducted by California Watch. The reports indicated that there are significant seismic problems with school buildings. There was also considerable discussion about the workings of the Division of State Architect (DSA). There are two separate subject areas of the story.

One of the components concerns the "AB 300 list". This list was generated by the State a number of years ago. It researched the seismic safety of the original design of school buildings. The State did not review seismic upgrades to buildings. Because of the State's methodology, many BUSD buildings are on the list, including buildings which have been demolished and buildings which have been retrofitted. It appears that the State did not complete the review of all school buildings.

Fifty-two BUSD buildings are listed in the report. Of that total, twenty-two appear to be duplicate entries, fifteen have been demolished, one is scheduled for demolition (the Old Gymnasium at BHS) and one is in the process of being retrofitted (West Campus administration building). Of the remaining thirteen buildings, some have been retrofitted and the remainder were studied and found to be safe, with the exception of the library and Boys gymnasium buildings at West Campus. There are a couple of buildings that even though they were studied and deemed safe, staff would recommend a second look based on more recent earthquakes.

The second component of the story concerns DSA closeout. The State reports that there are thousands of projects which have not received DSA closeout. Closeout issues at DSA skyrocketed when the access and life safety divisions were added to the department in the 1980's and 1990's. The State has several categories they designate when a project is closed without certification, including a category that states that the buildings may be unsafe. BUSD has no buildings in this unsafe category.

The recent reports indicate that seventy-two BUSD projects are not closed with certification. In some ways the report is helpful information, as DSA had, up until this time, indicated that only twenty projects were

not closed with certification. Of the twenty projects, four have been closed since the report was published and five are waiting for DSA review (it takes six months for DSA to start its review). Staff has been working on missing paperwork for the remaining eleven projects. Of the new projects added to the list, nine projects are in buildings which have been demolished, seventeen are very small accessibility projects from the late 1980's and early 1990's, and we are still researching the remaining twenty-six projects, some of which appear to be small improvements to multiple sites. Many projects were closed without certification because DSA lost the paperwork. DSA has been resistant to waiving minor discrepancies (such as the inability to get a new signature from a person who has died since the project was completed). BUSD is not alone in its frustration with DSA.

POLICY/CODE
None.

FISCAL IMPACT
There are some administrative costs to researching buildings and closing projects. Staff may determine that some consulting help is needed to expedite the closure of projects with certification.

STAFF RECOMMENDATION
Receive for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 11, 2011
SUBJECT: Accept the Maintenance and Construction Standards for Certain Subject Areas

BACKGROUND INFORMATION
The Board approved the 2011 Annual Plan for Measure BB on June 23, 2010. The following areas were identified for improvement in that Plan:

1. Play structures;
2. Fencing and Gates;
3. Security Intrusion;
4. Roofing (Thermal and Moisture Protection); and,
5. Track Surfacing.

The first four are available in the Public Information Office and the Facilities Office for review. The track surfacing standard will be completed and be made available with the standards to be completed next year. The Maintenance Committee is considering whether to proceed with additional standards next Fiscal Year (painting, locks and hardware, clocks and bells, signage, and possible mechanical balancing).

POLICY/CODE
Not Applicable.

FISCAL IMPACT
No impact to adopting particular standards. Standards can decrease long term expenses.

STAFF RECOMMENDATION
Accept the maintenance and construction standards.