

**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\*  
Study Session**

Wednesday, November 16, 2011

Call to Order           The Presiding Officer will call the Meeting to Order at  
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  
Maddy Roberts, 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

\* Board agenda posted on District website: [www.berkeley.net](http://www.berkeley.net)

***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**

Approve Regular Meeting Agenda of November 16, 2011 – Study Session

**PUBLIC TESTIMONY**

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

**REPORTS**

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

**CONSENT CALENDAR**

**CONSENT ITEMS**

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

**Educational Services**

3.1-C Application to Renew Community Partnership Academy Grant	<u>Staff Recommendation:</u> Approve application to renew Community Partnership Academy Grant	<b>8</b>
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3.2-C Proposal for Public Art at Washington	<u>Staff Recommendation:</u> Approve Proposal for Public Art at Washington	<b>32</b>
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**ACTION ITEM**

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

**Human Resources**

2.1-A Resolution to Amend Effective Date of Elimination of Parent Outreach Program Specialist Positions	<u>Staff Recommendation:</u> Approve Resolution No. 12-17	<b>35</b>
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**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** **37**

1.1-I Study Session on District Goals	<u>Staff Recommendation:</u> Receive as information
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**Educational Services**

65

3.1-I  
Report on LEARNS After School  
Program

Staff Recommendation:  
Accept report on LEARNS After  
School Program as information

**EXTENDED PUBLIC TESTIMONY**

**ADJOURNMENT**

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

Guidelines for Speakers

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

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

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

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

**BOARD OF EDUCATION MEETING DATE FOR 2011  
December 14, 2011 - organizational**

**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<sup>2</sup>:** 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<sup>2</sup>).

**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:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent  
**DATE:** November 16, 2011  
**SUBJECT:** Clean Technology and Renewable Energy Grant for the Green Academy's SEED Pathway

## **BACKGROUND INFORMATION**

Berkeley High School is requesting Board approval to apply for a Clean Technology and Renewable Energy Grant for the Green Academy's SEED Pathway. This grant is a renewal of an existing California Partnership Grant for the School for Social Justice and Ecology, which is now the SEED (Sustainability, Ecology, and Environmental Design) pathway within the Green Academy. The original grant sunshines at the end of 2011-2012.

The grant application is attached. The appendix to the application includes letters of support from Berkeley Mayor Tom Bates and the Director of the East Bay Green Corridor, Carla Din.

## **DISTRICT GOAL**

II. E. Educational Options for Secondary School Students  
V. C. Partnerships

## **POLICY/CODE**

Ed Code 54690-54695  
SBX1 1

## **FISCAL IMPACT**

The grant provides \$15,000 for planning in 2011-2012 and \$150,000 per year for implementation starting in 2012-2013.

## **STAFF RECOMMENDATION**

Approve the Clean Technology and Renewable Energy Grant for the Green Academy's SEED Pathway.

**CALIFORNIA PARTNERSHIP ACADEMY GRANT APPLICATION**  
**CLEAN TECHNOLOGY AND RENEWABLE ENERGY, SBX1 1**  
**BERKELEY HIGH'S SEED ACADEMY**

**SECTION I: OVERVIEW OF PROPOSED CALIFORNIA PARTNERSHIP ACADEMY**

Berkeley High School (BHS) is applying for this grant for an existing academy: The Academy for Social Justice and Ecology (SSJE). We intend to rename this school the School for Sustainability, Ecology, and Environmental Design, also known as SEED. SEED is embedded within our Green Academy, one of six small learning communities at Berkeley High.

The primary industry sector of the academy is Engineering and Design: Environmental and Natural Science Engineering Pathway. In SEED, students focus on green building and construction, renewable energy, and environmental restoration, among other careers. SEED graduates will be prepared for postsecondary and workforce opportunities in those areas. We've chosen this career focus because of the research we conducted prior to obtaining our original California Partnership Academy grant. As importantly, these areas match today's SBX1 1 legislation including renewable energy, energy conservation and clean technology, in which there is strong and growing awareness and investment in California.

The SEED pathway of the Green Academy is a continuation of a small learning community whose roots are in a small school called Common Ground. Common Ground was renamed SSJE and we were awarded a CPA grant in 2005. Since 2005, this program has successfully grown from a single 9th grade cohort to span all four years of high school, with cohorts of approximately 60 students at each grade level. We have not only maintained enrollment and interest in this program, having just graduated our third class, but have combined this program in a larger Green Academy. In planning year 2009, we added a second pathway (one of the five PG&E New Energy Academies, also known as HEAT, with a focus on the energy and utilities industry sector). The growth of the Green Academy into two viable pathways has demonstrated that Berkeley parents and students have a still unmet demand for education related to clean technology and renewable energy. We plan to grow the Green Academy to a total enrollment of 480 students, with 240 students in each CPA-sponsored pathways.

## SECTION II: STUDENT NEEDS AND PERFORMANCE GOALS

Now in its 6th year, our learning community has always served a majority “at-risk” population. As shown in the 2009-10 BHS School Accountability Report Card (Appendix A), Berkeley High has a large “at-risk” population from which to recruit 9<sup>th</sup> graders. Nearly 28% of BHS students are classified as economically disadvantaged. 8% are English Learners. African American and Latino students together comprise nearly 42% of the total student population, and 64% of the school is non-white. As reflected in CST scores, large majorities of students in each of these subgroups currently score below proficiency. CAHSEE results show a similar pattern. BHS is showing improvement in attendance and graduation rates within these groups, but the majority can still be considered “at-risk” in terms of gaps in academic performance and achievement. Indeed, support for the CPA model at BHS has partly been a response to these persistent gaps and the search for strategies that better engage and support struggling students.

The following data pertains specifically to the Green Academy student population: 50% of 2011-12 entering Green 9<sup>th</sup> graders were basic or below in 8<sup>th</sup> grade CST in ELA and 58% were basic and below for Math. 23% of the parents in the Green Academy have high school or below level of education versus 17% for the school. 41% of the students have come from households where parents have graduated from college, versus 55% for the school as a whole.

In a survey administered to Green Academy students last year, sizable majorities of students at each grade level reported that they: 1) have shared positive experiences in Green Academy with non-Green Academy students or other adults; 2) feel good about the academic progress they have made, 3) and have become more interested in a career related environmental science. These positive reports are strong in the 9th grade and increase each year.

The Green Academy has made a special effort to recruit girls and students of color, both of whom have been historically underrepresented in the fields of science and math. We partner with organizations that represent Berkeley's diverse communities, such as Berkeley Organizing Congregations for Action (BOCA), Parents of Children of African Descent (PCAD), the Berkeley YMCA, and the Bay Area Youth Connection in order to recruit a diverse student body.

The Green Academy has distinct student improvement goals and strategies and also participates in larger school-wide and district goals and strategies devoted to this purpose. Each learning community is required to develop and measure an instructional and an equity goal. (*For*

*additional information about how the Green Academy fits into district and BHS improvement and reform initiatives, please see Section IV. #3.)*

The Green Academy's mission is: (1) to prepare students for college and green careers; (2) to provide educational and career opportunities in science and math to all students, including those who have been historically underrepresented in these fields; and (3) to prepare students to understand and actively engage in creating an environmentally sustainable and socially just world. Through our instructional strategies students are: 1) engaged in meaningful discussions and speaking with sophistication and depth about information from a variety of disciplines; 2) involved in project-based and problem-based learning, scientific inquiry, interdisciplinary projects, critical thinking, and service-learning, in curricula that are connected to real-world problems; 3) using scientific instruments, computer software, and mathematical skills to generate, analyze and interpret complex data; 4) reading and interpreting complex scientific, technical, and literary texts; 4) engaged in internships, field-trips, and service-learning opportunities with a variety of local and regional businesses, government agencies, and advocacy organizations.

If you looked at data about the Green Academy, you'd see: 1) high attendance rates; 2) high graduation rates; 3) high rates of acceptance to a wide variety of two year colleges, four year colleges, and universities; 4) impressive job placement rates in high-quality, meaningful careers, both for students who pursue post-secondary education and students who seek jobs immediately out of high school; 5) high rates of success in science and math among girls and students of color.

We evaluate and assess the success of our Academy in terms of improved student achievement. In collaboration with the BUSD Evaluation and Assessment office, the Green Academy faculty conducts a(n): 1) Initial assessment of incoming 9th graders for reading and math level; 2) Analysis of student grades, attendance, and behavioral interventions at mid-quarter, quarter, and semester intervals by faculty; 3) Yearly writing assessment; 4) Yearly student self-assessment, completed during the Advisory period, of learning styles and learning strengths; along with yearly student goal setting; 5) Analysis of CST, PSAT, CAHSEE and STAR test data, sorted by ethnicity and sex.

Each SLC and department at BHS completes a yearly professional development plan with student equity and achievement goals, as well as other instructional or program development goals. Each year, the Green Academy sets these goals after our staff analyzes student-achievement data (standardized test scores, grades, etc.) to identify patterns of achievement and

equity. We then use a data-based cycle of inquiry to identify a priority challenge area to focus on, establish SMART annual achievement and equity goals, develop an action plan for implementation, and continuously collect data throughout the year to monitor the effectiveness of our strategies in achieving these goals. (*See Appendix B for documentation of the current professional development plan as well as goals and activities that will be addressed 2012-2013.*)

Finally, the Green Academy staff works with our designated resource teacher, as well as our counselors, to identify students with learning needs and offer support. Our interventions follow the Universal Learning Support System (ULSS) currently being implemented throughout the Berkeley Schools. Some interventions to support students with special learning needs and other struggling students may include: 1) Student support meetings composed of the Educational Specialist, counselor, and lead teacher(s); 2) Periodic grade level team meetings during professional development time; 3) Use of Datawise and historical assessments to identify incoming 9th graders who may experience difficulty with the transition to high school; 4) On-going staff development led by our resource teacher to increase our staff's capacity to differentiate and use formative and summative assessment to inform further instruction.

### **SECTION III: SCHOOL BOARD AND DISTRICT ADMINISTRATION SUPPORT**

The board and superintendent have supported the move from a comprehensive high school to a small learning community (SLC) model. They reviewed and approved a Federal Smaller Learning Communities grant in 2008 to help enact our vision of more personalized learning communities. The board and the superintendent were also approved our WASC plan in 2008 that outlined goals for this SLC model. Berkeley High earned a six-year accreditation for this plan and we are moving forward in a new WASC cycle. In February 2009 the board and superintendent approved the Berkeley High School Redesign proposal that called for the creation of an additional small school. In April 2010, the board and superintendent were presented with a Green Academy RFA in which we outlined the creation of the two pathways, each a CPA small school. On October 28, 2011 the superintendent signed the intent to apply for the current grant. The board will review this grant proposal on November 16, 2011. As they have in the past, we fully expect their support. We have provided a letter of support from our superintendent (Appendix C). It indicates we understand and will follow the CPA model as defined in the *EC* sections 54690–54696 and *EC* sections 54698–54699 found in SBX1 1.

## **SECTION IV: SCHOOL SITE PLANNING AND SUPPORT**

**1. Administrative Support.** In addition to the support of the superintendent and school board, our principal, Pasquale Scuderi, is committed to the Green Academy and larger SLC structure. Each small learning community has a dedicated vice-principal and counselor. Kristin Glenchur will continue to serve as the administrator for both pathways of the Green Academy and is playing an integral role in the planning of this grant. The District is providing administrative support through the District Director of Curriculum and Instruction, Christina Faulkner. She has extensive knowledge of state and federal funding guidelines and is a strong liaison with the Superintendent and school board.

**2. Staff Support.** We believe that our faculty and staff are among the most committed and well informed of any of the learning communities at BHS. Evaluations of Green Academy professional development and meeting times consistently show a high level of engagement and satisfaction, from the embrace of our mission to the establishment of our yearly goals to the day-to-day implementation of those goals. Several staff members have been an enthusiastic part of this academy for over 5 years and the majority for 3 or more years. We use distributed leadership that includes professional development teams and strong community agreements, so that even those new to the Green Academy have regular opportunities to contribute to the school's development beyond their individual teaching or other roles. We have established routines and structures that support a true professional learning community.

**3. School Site Plan/School Reform Efforts.** As described above, BHS has established a small learning community (SLC) structure designed to provide every student with a rigorous and personalized education. The Green Academy is a successful and key part of this structure. Each SLC is provided with professional development time on Monday mornings, and Green Academy teacher leaders participate in school-wide leadership and professional development teams. BHS is also in the second year of implementation of a school-wide advisory. Each BHS student has one of his or her teachers as his or her advisor. The curriculum provides a common fund of knowledge, skills, and experiences that will serve all students as they navigate the high school

years into college and careers. *(For additional information about the ways the Academy will support and enhance other reform and school improvement initiatives, please see Section II. 4.)*

**4. Academy Teaching Team.** The teachers listed below in #6 all participate in the planning process and Academy implementation. As stated above, most have already been working successfully with the Green Academy for several years. All are fully credentialed to teach in their subject areas and committed to the mission and vision of our school. The current lead teachers are Andy Peck (serving in his 3rd year), Dagny Dingman, and Glenn Wolkenfeld (serving in his 2nd year and possessing an administrative credential). Two other teachers, Kate Trimlett and Jamie Robertson, have also served as lead teachers in the past; a third teacher, Deborah Godner, has been with the school since participating as a co-founder in 2005. Our CTE teachers are all experienced in delivering the curriculum of their respective courses and participate in larger networks of CPA teachers at BHS and in the Bay Area who implement similar programs.

Members of the East Bay Green Corridor Partnership, including the City of Berkeley, the local Peralta Community College District, UC Berkeley and the Berkeley National Laboratory have also been involved in the development of our Academy.

**5. Writing Team.** The chief writers of this application have been Kristin Glenchur, BHS Vice-Principal, Andy Peck, a lead teacher for the Academy, and Flora Russ, member of the district CTE committee and BHS Workability Coordinator. We have solicited input and feedback from several other Green Academy staff and received input from several community partners, including coaches and consultants at the National Equity Project (formerly BayCES); Christina Faulkner, Direction of Curriculum and Instruction at the District Office; Antwi Akom, Co-Director Education Equity Initiative at SFSU; and Julie Sinai, Chief of Staff to Berkeley Mayor Tom Bates.

**6. Academy Courses. \***

	<b>Academic 1 (English)</b>	<b>Academic 2 (Hist/SocSci)</b>	<b>Academic 3 (Lab Sci.)</b>	<b>Academic 4 (Mathematics)</b>	<b>CTE</b>
<i>Grade 9:</i>					
<i>Course Title</i>	English 1A/1B		Advanced Biology	Geometry	Fr. Sem.: Society & Sustainability

A-G	b		D	c	a
<i>Grade 10:</i>					
<i>Course Title</i>	World Literature	World History	Chemistry	Algebra 2	Intro. to Environ. Sci.
A-G	b	a	D	c	d
<i>Grade 11:</i>					
<i>Course Title</i>	American Lit. (AP option) #	U.S. History		Math Analysis	AP Environ. Sci.-ROP
A-G	b	a		c	d
<i>Grade 12:</i>					
<i>Course Title</i>	Composition (AP option) #	Government / Economics			BEST (Internship)
A-G	b	a			g

# An AP option is provided to students in an augmentation format that requires them to meet outside the regular school day. During the school day, students are together with their cohort in the respective English class.

\* Teacher names are not listed in the chart because their schedules vary each year to achieve, to the extent possible, the goal of looping with students beginning in the 9th-grade. Here are the Green Academy faculty in each area:

- English: Dagny Dingman, Deborah Godner, Tracey Taylor
- History/Social Science: Deborah Godner, William Gow, Andrew Peck, Amanda Salzman
- Science: Jamie Robertson (Chemistry/Environmental Science), Kate Trimlett (Biology/Environmental Science/AP Environmental Science ROP, Glenn Wolkenfeld (Biology)
- Mathematics: Kenny Contreras, Emily Schneider

Because of their interdisciplinary nature, the 9th and 12th grade CTE courses can and have been taught by several different faculty members.

**7. Student Academic Support Strategies.** The Green Academy has been serving our at-risk populations well. In 2011, the average GPA for African American students in their senior year was 2.66 in the Green Academy versus 2.53 for the school as a whole. This was consistent in each year for this cohort – each year this cohort had a higher GPA than the rest of the school. In a value added analysis done by Dr. David Stern of UC Berkeley, the Green Academy was one of two learning communities that showed a positive influence for African American students based on ELA CST scores. This year’s Green 9th-graders had a failure rate of 8% in the first quarter versus 13% in the school overall. *For detailed info. on strategies used to facilitate student achievement, methods to assess student needs, and types of academic support, see Section II. 4.*

**8. Counselor Involvement/Student Scheduling.** Each small school has a dedicated counselor who is part of the academic team and is knowledgeable about the course of study. They guide student scheduling, advise students in the Academy, and present information to incoming students. Xia Lee has been our dedicated counselor for the past two years. At BHS, student registration occurs within each SLC and SEED courses will be open only to Academy students.

**9. Student Recruitment and Selection.** The BHS Green Academy is committed to maintaining a student population that represents the diversity of BHS. We already recruit and successfully serve a population that is at least 50% "at risk" students in each of our pathways. The Green Academy participates in all of the official BHS recruitment activities each year. These activities include 8th grade night, presentations to middle schools, private school night, listings in the *Choices* brochures, school video, and articles in various Berkeley-related publications. Students are given the opportunity to express their preference for the Green Academy (as well as one of the two pathways, SEED or HEAT). Students are then selected for the Green Academy through the BHS lottery system, which ensures diversity as well as adequate numbers of “at-risk” students. No student is placed in the academy if they have not listed it as a desirable option in this process.

**10. Resources:** Berkeley is part of the East Bay Green Corridor, a collaboration between East Bay city governments, the Peralta Community College District, local green businesses, the Berkeley National Laboratory, CSU East Bay, and the University of California. We are also the home to many different environmental organizations. Currently the David Brower Center, a Platinum

Green Building, opened one block from Berkeley High School. This center houses numerous environmental organizations and has been the site of Green Academy graduations and other events. A much more comprehensive list of industry and community partners is provided in Appendix D.

**11-12. Planning Time & Team Responsibilities.** As part of the BHS Redesign Plan, professional development and planning time are provided for all teachers every Monday morning and two full days per year. In addition, all department and Learning Community leaders have release periods and are required to participate on the school's leadership committee. Academy teachers share common professional development time each week as well as a prep period.

*Specific Teacher leader responsibilities are as follows:*

- Recruiting, selecting, and scheduling students
- Developing, implementing and maintaining parent involvement
- Articulating with local post-secondary institutions
- Meeting reporting deadlines and requirements for funding
- Coordinating activities with site administrators and district staff

*CTE instructors primarily coordinate implementation of the following (receiving release or paid professional development time, as needed):*

- Organizing a speaker and field trip program for sophomores
- Operating a mentor program for juniors
- Operating an internship/work-based learning program for seniors
- Working with business partners on school and work-based activities

*All Academy teachers participate in the implementation of the following:*

- Providing academic support and encouragement for students.
- Integrating curricula across subjects
- Building relationships with school site staff, parents, and community
- Implementing evaluation measures to monitor student performance

## **SECTION V: CAREER FOCUS**

SEED's career focus is exemplified by our name: Sustainability, Ecology, and Environmental Design. We focus on the areas of renewable energy, energy conservation, transportation, green building, sustainable agriculture, water quality and waste management. We focus on Engineering and Design: Environmental and Natural Science Engineering Pathway. We chose Environmental Science because of the research we conducted prior to obtaining our original California Partnership Academy grant. These areas match today's SBX1 1 legislation including renewable energy, energy conservation and clean technology, an area that continues to grow in the California economy. We are responding to a 2011 report titled Building a Clean Energy Workforce: Preparing Californians for New Opportunities in the State's Green Economy from the Environment California Research and Policy Center: "The number of green jobs in California – which already is at more than half a million – is expected to climb in the next few years."

At the local level, the Mayors of Berkeley, Richmond, and Emeryville, as well as the Chancellor of the University of California, Berkeley, and the Lawrence Berkeley National Laboratory developed the **East Bay Green Corridor Partnership** in a cooperative effort to make the East Bay a center of environmental innovation, emerging green business industry, green jobs, and renewable energy. This partnership focuses on marketing the region for green business attraction & green jobs creation.

In addition, our Academy has many connections to postsecondary education and training programs as noted in Section VII. Upon completion of training and certificate programs, students in our Academy will be able to obtain employment at the technical level and others upon completion of their college or university education will contribute at the professional level to the success of the businesses in the various industry sectors that focus on clean technology. Upon high school graduation, students will be prepared to work in entry level positions for companies and programs such as Canyon Construction, a local green building company; Rising Sun Energy Services, a renewable energy company; the Ella Baker Center, a community organization working to increase green jobs; or Save the Bay, an environmental organization working to clean and restore the San Francisco Bay. We have developed a strong relationship with Green Pathways, an on-line community assisting students in finding green careers. We have already had several sessions in which our sophomores went on-line to do career/personality inventories which connected them to possible green career pathways.

All of the academic courses in our Academy meet the ‘a-g’ requirements for entrance into the UC/CSU system. Sustainability, ecology and environmental design are infused through all 4 years of English, 4 years of history, 4 years of science, 4 years of mathematics and in the CTE (Career Technical Education) classes including ROP- AP Environmental Science. Teachers work together to give students an integrated, interdisciplinary, project-based curriculum. Twice yearly, we hold an Exhibition Night of our student projects inviting parents and business partners.

Students will be exposed to the wide range of opportunities through field trips, speakers, and internships. Yearly, our students have taken part in a trip to the Davis Street Transfer to observe waste treatment and recycling in Alameda County, a restoration trip as well as a canoe trip with Save the Bay to name a few.

We use the CTE standards to help develop curriculum from these primary and secondary Industry Sectors and Pathways within the sectors:

Industry Sector	Pathways
Agriculture & Natural Resources	(1) Agricultural Business; (2) Agriscience particularly in the areas related to natural resources; (3) Forestry & Natural Resources
Engineering & Design	(1) Environmental & Natural Science Engineering

**SECTION VI: CAREER TECHNICAL EDUCATION COURSES**

**9th Grade – Freshman Seminar: Society & Sustainability**

This course provides an introduction to and foundation for many of the themes, concepts, and questions that Green Academy students will examine throughout their four years – including the SEED lens of sustainability that frames an understanding of the industries and careers related to our school. The course takes a social scientific approach (including both the present and past) that challenges students to investigate and analyze how various social issues, their individual identities and goals, and the environment are inter-related. Together, we explore connections to local and global communities through engaging and provocative essential questions, projects, and experiential activities. The course also plays a key role in building a foundation of core academic skills and habits (organization, note-taking, effective group work, self-advocacy, etc.) that students will apply throughout high school and beyond. Instructors in this course are teachers

with Social Science credentials that loop with students through the social science curriculum.

### **10th Grade – Environmental Science**

Introduction to Environmental Science focuses on environmental literacy and understanding science and social science issues related to sustainability. The overall curriculum focuses on renewable energy, transportation, green building, sustainable agriculture, water quality, and waste management. This course prepares students for careers and postsecondary education in environmental science and conservation related fields. Credentialed science teachers in our program teach this course, often looping with students in the 11th-grade year.

### **11th Grade – AP Environmental Science ROP**

This is an introductory college level course in environmental science that uses inquiry to explore ecological issues. Students will use their knowledge of both Biology and Chemistry to investigate ecological issues. Throughout the course students will be participating in laboratory experiments in the classroom as well as field studies outside the classroom. The interdisciplinary curriculum draws on interrelationships between the natural and social sciences, and more global considerations, such as environmental justice and ethics. Topics covered include ecosystems, habitat restoration, renewable energy, climate change, and sustainable living. Students will gain the lab skills and critical thinking skills necessary to tackle all aspects of environmental problems. We have chosen to use the ROP curriculum as a way to bring more skills training to our students and better prepare them for careers in the green industry.

### **12th Grade – BEST**

This senior level course brings together the Academy themes of environmental science and sustainable energy through both coursework and the primary component of an internship experience. The BEST class connects students with industry professionals in a close working relationship. Students also work on post-secondary readiness on the days when they are not at their internship, through topics such as resume writing, interviewing, job search skills, and integrating with workplace culture. The curriculum includes support in the college application process. Seniors also write a culminating paper that ties together their goals for the future with what they learned in their internship. We provide a release period to the BEST instructor so that

they may effectively serve as the internship coordinator and help to maintain relationships with our community partners. With the support of their CPA grant funded internship mentor/supervisor, students design a project which summarizes their internship experience and articulates their goals for the future. Students present their projects to a community panel of parents, internship supervisors, local scientists, teachers, and students.

## **SECTION VII : ALIGNMENT WITH POSTSECONDARY EDUCATION**

The BUSD CTE Advisory is currently working with the Peralta Community Colleges: Berkeley City College, Laney College, Merritt Community College, and City College of Alameda to develop articulation agreements. Since Berkeley is part of the Green Corridor and members from both the mayor's office and the Office of the Peralta College System are on the CTE Advisory Board, this has been slated as a high priority for the 2011-2012 school year.

Staff from Berkeley High School are teaching a course in the Spring 2012 at Berkeley City College in Community College Preparedness. This program allows our students to be enrolled in the Peralta System to take part in priority registration for summer and/or fall classes. We have extensive working relationships with the faculty and administration of Berkeley City College, which is located just one block away. At Laney College in Oakland, our students have the opportunity to take Physics for Building Science and SEED teachers have received ongoing training through their HVAC program. SEED staff participates in on-going articulation efforts with Merritt College in Oakland as well.

We collaborate with postsecondary education organizations listed above as well as with 4-year institutions such as the California Maritime Academy and CSU East Bay. We are opening our outreach to other local community colleges including City College of San Francisco, Chabot College, Contra Costa College and Diablo Valley College.

Certificate programs are available through Richmond Builds in collaboration with the City of Berkeley YouthWorks program, Job Corps, Civic Corps, East Bay Career Advancement Academy and City College of San Francisco. We are searching for programs that match our career focus at various adult education programs including Oakland, Richmond, Martinez, and Mount Diablo. One of our goals is to get students certified in the National Center for Construction Education and Research (NCEER) as well as OSHA 1 Certification.

We have planned presentations by the Apprenticeship Center in Concord and will explore more school-to-work programs in the green industry sectors, paying particular attention to all aspects of the industry. Some of the available programs include: 1) Cypress Mandela Pre-Apprenticeship Program, sponsored in part by Laney College; 2) Department of Transportation, Building and Construction Trades Council of Alameda County; and 3) The Environmental Protection Agency.

## **SECTION VIII: COMMUNITY AND EMPLOYER SUPPORT**

SSJE began establishing relationships with the many businesses and schools that are in and around Berkeley and that are involved in the development of green energy careers. The Green Academy has recruited and sustained many business partners over the past ten years (Appendix D). In particular, Rising Sun Energy Services, funded in part by PG&E, the City of Berkeley and other sources houses California Youth Energy Services, a youth employment program that trains teens to work in local neighborhoods promoting residential weatherization and energy efficiency. Rising Sun has recently developed a New Energy Training Services (GETS) offering training in energy efficiency and energy auditing for youth 18 years and older.

Teachers and administrators with the Green Academy participate fully on the East Bay Green Corridor, a coalition of green schools, city agencies, and local businesses. SSJE had institutionalized a Spring Green Career Fair that was the startup for the EBGC fair. Berkeley High hosted the first annual EBGC fair in 2010. It included over 300 students from five different high schools, 60 green businesses, and six post-secondary schools.

Through both PG&E and the East Bay Green Corridor, teachers in the Green Academy are offered multiple opportunities to be exposed to the career field/industry. We have sent administrators, teachers, and students to the Green Education Conference in Pasadena, a PG&E training at their San Ramon site, and we regularly attend the CPA conference.

Our senior internship program is fully established and provides job shadowing and work experience in sustainable food, education, and green building. We plan to continue to work with PG&E and local businesses to establish and support mentoring, job-shadowing and internship/work-based learning programs. Our participation in the East Bay Green Corridor has also opened up specific opportunities with the City of Berkeley and other green businesses. We

have included multiple letters of support from the Mayor’s Office, The East Bay Green Corridor, and the Alameda Office of Education (Appendix E, F, G).

**SECTION IX: TIMELINE, BUDGET, AND BUDGET NARRATIVE**

<b>PLANNING GRANT ACTIVITIES</b>	<b>TIMELINE</b>	<b>RESPONSIBLE PERSONS</b>
<b>Identify the Academy Career Theme</b> —Review regional economic data and meet with potential industry partners to determine best career focus for the Academy. Research possible sequence of CTE and academic courses to achieve Academy goals of workplace and college readiness.	December 2011 to January 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman, Industry Partners
<b>Identify and Confirm Academy Team</b> —Select Coordinator/Lead Teacher, Academy teachers, designated administrator, counselor, and district representative. Register for Educating for Careers Conference.	January - February 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman
<b>Develop Curriculum</b> —Identify career technical curricular needs and research options for obtaining and/or creating needed curriculum. Identify teacher for CTE courses. Engage in district procedure for new/revised course approval.	January - March 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman
<b>Prepare Facilities and Equipment</b> —Determine an Academy “home base.” Prepare classroom facilities to accommodate the Academy. Order and install necessary equipment.	February-March, 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman
<b>Coordinate Program with School Site</b> —Maintain on-going communication with school staff, connect with special programs and school site plans, invite participation of non-Academy teaching staff in Academy events and meetings and request recommendations for students who might benefit from the Academy, etc.	February-March, 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman
<b>Coordinate with Counseling Department on Master Schedule</b> —Create an Academy master schedule that includes the courses within the Academy and shows where non-Academy a–g and other courses required for graduation could be offered so as to not limit Academy student options. Work with counseling office to obtain best possible schedule for Academy students. Ensure “pure” academy class enrollment.	March - April, 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman, Xia Lee
<b>Attend CPA Annual Conference</b> —Academy team	February,	Kristin Glenchur,

and school administrators attend Educating for Careers/CPA Conference, <b>February 13–15, 2012</b>	<b>2012</b>	<b>Andrew Peck, Dagny Dingman, Xia Lee</b>
<b>Conduct Parent Informational Meetings</b> —Invite parents and students to an informational meeting. Provide an overview of Academy Program and invite parent participation in program.	March, April, 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman, Xia Lee
<b>Submit Planning Grant Progress Report</b> —Due by <b>May 18, 2012</b> .		
<b>Plan Student Motivational and Recognition Activities, with Private Sector Involvement, to Encourage and Acknowledge Academic Achievement and Occupational Preparation</b> —Utilize advisory committee and business partners to explore and plan student based activities that have an academic and occupational focus.	Summer, 2012	Kristin Glenchur, Andrew Peck, Dagny Dingman, CTE teacher (TBD)
<b>Plan Business Speaker and Field Trip Program</b> —Establish a structure and schedule for guest speakers and field trips; e.g., frequency, purpose, classroom behavior/participation format, desired student outcomes, and follow-up and thank you letters. Identify business participants and field trip locations.	April 2012, ongoing	Kristin Glenchur, Andrew Peck, Dagny Dingman, CTE teacher (TBD), East Bay Green Corridor, Bay Area Green Tours
<b>Plan Mentor and Internship Programs</b> —Work with industry partners to establish a structure and schedule for the Mentor Program for grade eleven and the Internship Program for the summer following grade eleven or during the twelfth grade year.	April 2012, ongoing	Kristin Glenchur, Andrew Peck, Dagny Dingman, CTE teacher, Amanda Salzman (internship coordinator)
<b>Complete Implementation Plans</b> —Finalize plans for implementation of the Academy with all required components. Complete final report for planning grant. Contact CDE if having difficulty.	Summer, 2012, Ongoing	Kristin Glenchur, Andrew Peck, Dagny Dingman,

**Form D1: 2011–12 Planning Grant Budget Page**

Each CPA applicant must submit this **Budget Page** along with a **budget narrative** for 2011–12 that explains all expenditures under each category. Matching of funds (cash or in-kind) is not required for the planning grant but should be noted when appropriate to show support of district and business/community partners.

District Name:	Berkeley Unified School District	CDS Code:		
High School Name:	Berkeley High School	Principal Name:		
		Pasquale		

CPA Program Name:	Green Academy, School of Sustainability, Ecology, and Environmental Design (SEED)	Scuderi CPA Coordinator:	Andrew Peck	
Amount Requested:	15,000	District Fiscal Contact:	Fiscal Manager, Christina Faulkner; Account Tech Socorro Marcello,	
Expenditure Codes	<b>California Partnership Academy Funds</b>	Sources of local match – not required for planning grant (Cash or In-kind)		Budget Item Totals
		District Match	Business/Community Match	
1000 Certificated Salaries	\$8,000			
2000 Classified Salaries				
3000 Employee Benefits	\$1,786			
4000 Books and Supplies	\$2,500			
5000 Services and Other Operating Expenditures (other than Travel expenditures)				
5200 Travel & Conferences	\$2,000			
6000 Capital Outlay	----			
7000 Indirect Charges (CDE approved rates apply)	\$714			
Totals	<b>\$15,000</b>			

\_\_\_\_\_  
Principal Signature      Date

\_\_\_\_\_  
CPA Coordinator Signature    Date

\_\_\_\_\_  
District Fiscal Contact Signature    Date

**Form D1–Planning Grant**

**Page 2 of 2**

**SAMPLE**  
**Name of High School, Name of Academy**  
**Narrative for 2011–12 PLANNING BUDGET**

The descriptions and line items may or may not apply to your specific CPA program; **these are examples only.**

Object Code	CPA GRANT FUNDS NARRATIVE	DISTRICT MATCH NARRATIVE	BUSINESS MATCH NARRATIVE
1000	<b>\$8,000</b> = Planning time for team to meet and develop the major components of the academy, i.e.: develop curriculum; coordinate business/community partners; recruitment process for students; other activities and events. 200 hours X \$30 hr. = \$6,000	No match required for planning grant, but show any match provided to demonstrate support.	No match required for planning grant, but show any match provided to demonstrate support.
2000	Classified Salaries: 0		
3000	<b>\$1,786</b> = Certificated Benefits (approx.): Certificated time @ 25%		
4000	<b>\$1,500</b> = grades nine and ten supplemental textbooks and novels directly related to CTE focus. <b>\$1,000</b> = Equipment and supplies needed for career area, i.e. solar panels, electronics equipment, technology.		
5000	Example: (Travel & Conf.): <b>\$2,000</b> = Academy team to attend Annual Conference, in Sacramento, California.		
6000	(indirect is not charged on object code 6000)		
7000	Indirect charged: check with district for approved rate <a href="http://www.cde.ca.gov/fg/ac/ic/">http://www.cde.ca.gov/fg/ac/ic/</a> 5% = <b>\$714</b>		
<b>TOTAL</b>	<b>\$15,000</b>		

District Name:	Berkeley Unified School District	CDS Code:	01/61143	
High School Name:	Berkeley High School	Principal Name:	Pasquale Scuderi	
CPA Program Name:	School of Sustainability, Ecology, and Environmental Design (SEED)	CPA Coordinator:	Andrew Peck	
Amount Requested:	\$150,000	District Fiscal Contact:	Director, Curriculum and Instruction, Christina Faulkner	
<b>Expenditure Codes</b>	<b>California Partnership Academy Funds</b>	Sources of local match -- Required (Cash or In-kind)		<b>Budget Item Totals</b>
		District Match	Business/Community Match	
1000 Certificated Salaries	\$66,000	\$71,000	\$15,000	
2000 Classified Salaries	\$15,000	\$15,000	--	
3000 Employee Benefits	\$25,000	\$27,000		
4000 Books and Supplies	\$12,500	\$19,500	\$40,000	
5000 Services and Other Operating Expenditures (other than Travel expenditures)	\$3,000	\$3,000	\$30,000	
5200 Travel & Conferences	\$7,000	\$10,000	\$10,000	
6000 Capital Outlay	\$14,000	\$37,500	\$55,000	
7000 Indirect Charges (CDE approved rates apply)	\$7500			
<b>Totals</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$150,000</b>	

\_\_\_\_\_  
Principal Signature      Date

\_\_\_\_\_  
 CPA Coordinator Signature    Date

Form D2 – Implementation Grant

Page 2 of 2

**District Fiscal Contact Signature    Date SAMPLE**  
**Berkeley High School, School of Sustainability, Ecology, and Environmental Design**  
**Narrative for 2012–13 IMPLEMENTATION BUDGET for NEW SBX1 1 ACADEMY, grades**  
**nine and ten**

Object Code	CPA GRANT FUNDS NARRATIVE	DISTRICT MATCH NARRATIVE	BUSINESS MATCH NARRATIVE
1000	<p>0.4 release time for Academy coordinator(s) (2 periods) release time. <math>0.4 \times \\$60,000</math> annual salary = <b>\$24,000</b>. The site coordinators will act as instructional leaders, provide <i>coordination for meetings, coordinate grants, communicate with community and business partners, and work for fulfillment of all academy objectives.</i></p> <p>0.2 release for an intervention coordinator. <math>0.2 \times 60,000 =</math> <b>\$12,000</b>. Coordinator will design intervention plans for student who are having difficulty. This includes designing intervention plans, communicating with teachers, families and coordinating services (counseling, tutoring, etc.)</p> <p>Fifty percent of certificated salary for Academy CTE sections: 5 sections @ <math>\\$12,000/\text{section} \times 0.5 =</math> <b>\$30,000</b>. <i>These sections are for Academy students only – two sections in each of grades nine and ten.</i></p> <p><b>TOTAL = \$66,000</b></p>	<p>Match is required, equal to, or greater than, amount of funds received from CDE.</p>	<p>Match is required, equal to, or greater than, amount of funds received from CDE.</p>
2000	<p>Example: Part-time secretary: 40 weeks, 25 hours per week @ <math>\\$15</math> per hour = <b>\$15,000</b>.</p>		

	<p><i>The secretary will provide general clerical support for the project, performing a wide variety of technical, clerical, and support services in the areas of administrative assistance, budget development, maintenance/record keeping, and general office procedures</i></p> <p><b>TOTAL = 15,000</b></p>		
3000	<p>71,000 in certificated and classified salaries X .33</p> <p><b>TOTAL = \$25,000</b></p>		
4000	<p>\$4,000 for energy themed novels for use in grades 9 -12. \$5,000. Kits for solar, wind and electricity education for use in 9th -12 grade classes. \$2,000. Supplies for student initiated energy and conservation projects in 12th grade internships. \$1,500. Vernier probeware for air and water quality testing</p> <p><b>TOTAL = \$12,500</b></p>		
5000	<p>Example of travel and conference:  Site coordinator to attend high school regional support workshop, October 17–18, 2012, in Ontario, at a cost of <b>\$441</b>. [<i>\$130 registration fee + \$198 for 2 nights lodging + \$80 per diem for 2 days (meals) + \$ 33 mileage (60 miles x \$.55 per mile) = \$441</i>]  Academy team of 7 teachers, 2 administrators, and 1 counselor attend annual CPA conference at a cost of <b>\$9,700</b>  <i>Registration: 10X\$250= \$2,500, Airfare: 10X\$350= \$3,500, Hotel: 10X2 nights X\$135= \$2,700, Per Diem: 10X2.5 daysX\$40=\$1,000</i>  Example of subcontract information: Two trainers to provide technology training @ \$250/day x 10 days = <b>\$5000</b></p>		

	<b>Total = \$7,000</b>		
6000	Example: Academy contribution toward outfitting an electronics/alternative energy lab . \$14,000	District contribution towards electronics/alternative energy lab \$37,500	Community and business partner match toward electronics/alternative energy lab. \$55,000
7000	Indirect Costs @ 5% = <b>\$3810</b>		
<b>TOTAL</b>	<b>\$80,000</b>		

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** November 16, 2011  
**SUBJECT:** Washington Tile Mosaic Project

## **BACKGROUND INFORMATION**

Washington School submitted a Proposal for Outdoor Artwork on February 21, 2011 and again on September 9, 2011. The proposal includes a mosaic with the word “welcome” in the languages of Washington families. The mosaic is being placed along the wall adjacent to the entrance ramp and stairs from McKinley Street to the main play yard. Photos have been included for your review.

A Review Board was convened last month in accordance with Board Policy. The Review Board included four members: Charles McCulloch, Landscape Architect; Lucy Ames, BUSD Art teacher at Jefferson and Emerson; Nancy Funk, BUSD Art teacher at Willard; and Suzanne McCulloch, Visual and Performing Arts Program Supervisor. The Review Board believes that the proposed mosaic meets the standards for permanent public art outlined in the Board Policy.

Due to miscommunication between the District Office and Washington School, the mosaic work has already been installed and the grouting is nearly finished. The Review Board requests that the grouting be completed soon in order to eliminate sharp tile edges that now exist.

## **DISTRICT GOAL**

IV. A. Culture and Climate of District and Schools

## **POLICY/CODE**

BP 7151

## **FISCAL IMPACT**

There is no impact to the General Fund as this project is sponsored and financed by Washington PTA.

## **STAFF RECOMMENDATION**

Approve the Washington tile mosaic project.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Delia Ruiz, Assistant Superintendent, Human Resources  
**DATE:** November 16, 2011  
**SUBJECT:** Resolution 12-17: Amend Effective Date of Elimination of Parent Outreach Program Specialist Positions

### **BACKGROUND INFORMATION**

On October 12, 2011, the Board of Education passed Resolution 12-07 to eliminate 2.0 FTE Parent Outreach Program Specialist positions and add 2.0 FTE Parent Liaison positions and 1.0 FTE Spanish Bilingual (Required) Parent Liaison position. The elimination and addition were to be effective as of the close of business November 30, 2011. Staff is requesting that the Board amend the effective date to eliminate the Program Specialist positions to no later than February 29, 2012.

Staff has been obtaining community and staff input to recommend to the Board of Education various options that will address the key recommendations from the Communications Plan intended to enhance the communication with parents and service to our students. Due to a short-term need to continue the existing services, the effective date of the elimination needs to be amended.

### **DISTRICT GOAL**

V A: Generate and equitably allocate resources for program and services that enable every student to succeed

### **POLICY/CODE**

Education Code Section 45117

### **FISCAL IMPACT**

None

### **STAFF RECOMMENDATION**

Approve Resolution.





# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Board of Education  
**FROM:** William Huyett, Superintendent  
**DATE:** November 16, 2011  
**SUBJ:** Review of District Goals and Strategies

## **BACKGROUND INFORMATION**

On September 18, the Board of Education reviewed Goal 1 (Curriculum & Instruction) and Goal III (Family/Community Engagement). The Board has allocated two hours to review Goal II (Strategies to Promote Student Success), Goal IV (Cultural & Linguistic Relevance) and Goal V (Resources).

The Board has requested a session to review the District Goals and Strategies that are being implemented to improve student performance and close achievement differences between groups of students. Staff will present the two-year Action Plan including the progress made after one year of implementation. Secondly, staff will give a presentation on the progress of the 2020 Vision work including the Implementation Plans for Early Literacy, Kindergarten Readiness and Attendance. Finally, the Superintendent will share his back-to-school message to staff that highlights his priorities for the year.

Time will be allocated for the Board to discuss what priorities the District should focus on for the coming school year. The Board will also use this information to formulate Superintendent Goals for the purpose of annual evaluation.

Attached or included in this agenda are the following documents:

1. The District Goals and Strategies for 2010-2013 that were approved by the Board on October 13, 2010 (included in every agenda);
2. The 18-month Action Plan to implement the Goals and Strategies that was received for information by the Board on January 26, 2011;
3. The Performance Indicators that were also reviewed by the Board on January 26, 2011;
4. The Implementation Plan for the 2020 Vision Phase II Initiatives; and
5. The Superintendent's letter to teachers and staff

## **DISTRICT GOAL**

Goals I through V

## **POLICY/CODE**

None

## **FISCAL IMPACT**

None

## **STAFF RECOMMENDATION**

Receive for information

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** November 16, 2011  
**SUBJECT:** Update on LEARNS Program Budget

**BACKGROUND INFORMATION**

During the spring of 2011 staff requested a reduction of staffing in the LEARNS program to create a more fiscally sound program across the district. At that time the overall LEARNS program was utilizing carry over funding from Parent Fees to fund the programs at sites that were not able to meet expenditures through a combination of State funding and parent fees.

In an effort to be more fiscally responsible, District staff completed an analysis of staffing and other expenditures at all LEARNS sites in order to determine staffing needs based on student enrollment compared to actual staffing at sites. Proposed reductions in staffing were presented to the Board based on this analysis. The Board expressed concern that program reductions would mean fewer services for students, and the proposed reductions were not approved for the majority of the LEARNS programs. One program, Muir’s Kids’ Village, was eliminated as that program had the largest deficit and could be replaced by the district’s BEARS program, thus saving LEARNS the negative expenditures and helping BEARS earn its contract. The Board then also requested an update on the LEARNS program budget during November of this year.

Over the course of the past months the LEARNS coordinators and staff have worked to create a series of “best practices” that will increase revenue and reduce costs. There continues to be concern about the ongoing budget and overstaffing at some sites during certain portions of the day.

The following chart shows the existing program budget for the LEARNS:

	ASES Budgeted	Parent Fees	21st CCLC	Total Revenue	Expenses	Surplus/ (Deficit)
Total	\$1,317,698	\$1,490,000	\$107,401	\$2,915,099	\$3,200,983	\$(247,884)

The LEARNS program is expending more than the grant funds and parent fees support. Based on the current carry over funds, the existing program will have expended more than half of the carry over funds available by the end of this year. The current carry over balance, 2011-12 projected expenditures, and projected ending balance available for 2012-13 are shown below.

<b>District Wide Carry Over</b>	
Balance as of Aug. 2011 =	\$487,224
Projected Expenditures =	\$257,884
Projected Ending Balance =	\$229,340

### Aligning Staffing to Student Participation

Based on current projections, after the 2012-13 school year seven of the existing LEARNS programs will need to be either eliminated or reduced to ensure the programs are fiscally viable unless changes to the program are made this year. One of the changes that District staff is again recommending is the reduction of staffing where the program is overstaffed based on the number of students being served.

Most programs have finished enrichment/academic hour by 5:15, and these programs combine students into larger groups as some students leave on the bus. Below is a chart of the current number of students being served over the course of an afternoon at three sample sites. If staffing were aligned to the actual number of students served using the state's 20:1 ratio, staffing could be reduced thus reducing expenditures. It should be noted that not every site would be able to reduce staffing and stay at the 20:1 ratio mandated by the state, but several programs could reduce expenditures and help the overall LEARNS budget forecast. This proposal will require greater examination of all sites to determine the total program savings. Staff estimates that the savings for this reduction would be in the range of \$50,000 to \$100,000.

<b>EMERSON</b>		Students Participating	Current Staffing	Teacher/Ratios	Min. Staff Needed	Over-staffed
Before	4:44pm	65	6	10.85	3	3
4:45pm	4:59pm	59	6	9.88	3	3
5:00pm	5:14pm	39	6	6.43	2	4
5:15pm	5:29pm	33	6	5.42	2	4
5:30pm	5:44pm	20	5	4.00	1	4
5:45pm	5:59pm	8	5	1.62	1	4
6:00pm	after	0	1	0.00	1	0

### **Thousand Oaks**

Before	4:44pm	85	9	9.40	4	5
4:45pm	4:59pm	76	9	8.40	4	5
5:00pm	5:14pm	39	5	7.78	2	3
5:15pm	5:29pm	30	5	5.92	1	4
5:30pm	5:44pm	15	4	3.78	1	3
5:45pm	5:59pm	8	3	2.50	1	2
6:00pm	after	0	1	0.00	1	0

**Washington**

Before	4:44pm	74	7	10.59	4	3
4:45pm	4:59pm	66	7	9.36	3	4
5:00pm	5:14pm	47	6	7.78	2	4
5:15pm	5:29pm	35	5	7.02	2	3
5:30pm	5:44pm	16	4	3.93	1	3
5:45pm	5:59pm	7	2	3.30	1	1
6:00pm	after	0	1	0.00	1	0

Increased Part Time and Middle School Parent Fees

An additional option that is being considered is an increase of elementary parent fees for students who are participating less than five days a week. These “part time” students do not earn revenue from the state ASES grant that reimburses elementary school programs based on students who attend the program five days a week. Currently part time fees are based on a percentage of each tier. For example, if a family is paying at the tier 1 level, \$415 a month, and the child attends the program three days a week, the family pays 60% of the full cost. Although the student is attending the program part time, staffing costs remain the same, so most providers add an additional cost to the fees charged to part time participants for this reason.

In addition, our middle school fees are extremely low and warrant an additional tier, similar to the level added to the elementary scale in 2009.

The following charts show the fees that we charge for full time students, the proposed part time participation fees for elementary students and the proposed additional tier for middle schools. By increasing the part time fees by 20% and adding a top tier to middle school, LEARNS would potentially generate an additional \$100,000 per year.

**Elementary School Fee Scale**

<b>MONTHLY PROGRAM FEES FOR FULL-TIME PARTICIPATION</b>		
<b>(Monthly fees averaged over 10-month period)</b>		
<b>CATEGORY</b>	<b>Cost of First Child</b>	<b>Cost of Additional Child</b>
Tier 1	\$415	\$208
Tier 2	\$360	\$180
Tier 3	\$252	\$126
Tier 4	\$150	\$75
Tier 5	\$75	\$38
Tier 6	\$50	\$25

<b>PROPOSED MONTHLY PROGRAM FEES FOR PART-TIME PARTICIPATION</b>				
(Monthly fees averaged over 10-month period)				
<b>CATEGORY</b>	<b>4 days wk.</b>	<b>3 days wk.</b>	<b>2 days wk.</b>	<b>1 day wk.</b>
Tier 1	\$398	\$298	\$199	\$100
Tier 2	\$346	\$259	\$173	\$86
Tier 3	\$242	\$182	\$120	\$60
Tier 4	\$144	\$108	\$72	\$36
Tier 5	\$72	\$54	\$36	\$18
Tier 6	\$48	\$36	\$24	\$12

**Middle School Proposed Fee Scale (Top row in bold is the additional Tier.)**

<b>Category</b>	<b>First Child Per Month</b>	<b>Each Additional Child</b>	<b>One Day a week</b>	<b>Each Additional Child</b>
<b>Proposed Tier 1</b>	<b>\$125</b>	<b>\$63</b>	<b>\$60</b>	<b>\$30</b>
Tier 2	\$100	\$51	\$40	\$20
Tier 3	\$75	\$38	\$30	\$15
Tier 4	\$50	\$25	\$20	\$10
Tier 5	\$25	\$13	\$10	\$5
Tier 6	To be negotiated	To be negotiated	To be negotiated	To be negotiated

Reduction of Coordinators at Sites

Another option is to reduce the FTE of all site coordinators. However, many of the LEARNS Programs are continuing to grow in size while some have a wait list. Three of the LEARNS Programs operate a morning program as well which increases these coordinators' work load. Currently all program coordinators with the exception of B-Tech are full time. If the FTE of every coordinator was reduced to 90 percent, there would be a program savings of approximately \$50,000.

**DISTRICT GOAL**

II. F. Extended Learning Opportunities

**POLICY/CODE**

Ed Code 8482-8484

**FISCAL IMPACT**

To maintain a balanced LEARNS budget, a combination of three proposals will be required, or the Board could choose to continue to spend reserves for 2012-13.

**STAFF RECOMMENDATION**

Receive Berkeley LEARNS budget update for information and give direction to staff for further study.

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

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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1"> <tr> <td data-bbox="92 367 747 402">Color Key</td> </tr> <tr> <td data-bbox="92 402 747 438">Division Strategy</td> </tr> <tr> <td data-bbox="92 438 747 483">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
Color Key						
Division Strategy						
Action Steps						
<p><b>STRATEGY A. Pre-K:</b> Prepare pre-school children for success in elementary school by providing age-appropriate curriculum and instruction that nurture and develop children’s academic, social, emotional and physical well-being.</p>						
<p><b>1. Action Step:</b> Provide training to all preschool staff on the CDE’s Preschool Foundations and Creative Curriculum, which integrates learning and play and will be implemented this year</p>	All staff are highly trained in effective pre-school teaching strategies and comprehensive curriculum that will be offered to all BUSD pre-K students	Director of Curric. and Inst., Principal, Pre-K				
<p><b>2. Action Step:</b> Research and select a professional development model that focuses on early literacy and/or Tools of the Mind that develops students’ ability to succeed in school</p>	Improve the academic literacy and school readiness of pre-k students, especially English Learners	Director of Curric. and Inst., Principal, Pre-K				
<p><b>STRATEGY B. ELA and Math Instruction:</b> Prepare all students for continued success in English Language Arts and Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.</p>						
<p><b>1. Action Step:</b> Implement the Teachers College Readers and Writers Workshop in</p>	All K-5 teachers are fully trained on the literacy model being implemented in BUSD	Director C & I; Prof. Dev.				

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

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

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

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

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

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

	Project Alert lessons in 7 <sup>th</sup> & 8 <sup>th</sup> grade	School Principals	
<b>3. Action Step:</b> Expand alcohol, tobacco, and other drug (ATOD) use prevention and intervention programs and strategies	Apply for Tobacco Use Prevention Education (TUPE) funds and implement TUPE funded ATOD programs at middle and high schools if funding awarded; Send student teams from all BUSD middle and high schools to Teens Tackle Drugs and Alcohol conferences at UCB ; Implement Transformational Life Skills (TLS) program for identified at-risk students at Berkeley High School if funding available	Director of Student Services; Secondary Principals	
<b>4. Action Step:</b> Implement SART and SARB procedures	Implement District procedures for truancy notification. Provide updated SARB handbook to administrators and counselors; follow through with SARB hearings and referrals to the district attorney where appropriate	Director of Student Services; Principals	
<b>5. Action Step:</b> Implement multi-agency truancy and absenteeism reduction and prevention program (TARRP)	Student Services will collaborate with the Berkeley Police Department, Berkeley Mental Health, the YMCA, BHS' School Health Center, and other agencies in this non-punitive intervention. Expected attendance outcome: .5% improvement in student attendance in 2010-2011 as compared to 2009-2010	Director of Student Services; BHS Dean	
<b>6. Action Step:</b> Implement alternatives to suspension/expulsion when feasible including Restorative Justice (see Strategy D. Disproportionality, #4)	Suspensions and expulsions decrease annually District-wide and expulsions for non-mandatory offenses eliminated whenever feasible	Director of Student Services	
<b>STRATEGY D. Disproportionality:</b> Reduce the disproportionate racial representation of students suspended or expelled and students identified for Special Education services.			
<b>1. Action Step:</b> Utilize Office of Civil Rights	The number of African American and	Director of Student	

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

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

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

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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
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Division Strategy						
Action Steps						
<p><b>STRATEGY A. Family Engagement Framework:</b> Develop greater family involvement in the schools and the community by adopting a framework that offers multiple ways for parents to partner with educators to ensure their children’s success in school.</p>						
<p><b>1. Action Step:</b> Develop and implement a plan to strengthen and increase parent engagement capacity and culturally and linguistically responsive systems at three pilot schools</p>	Parents, Staff and administrators at three pilot sites complete family engagement, culturally and linguistically responsive systems survey to assess strengths and gaps and inform development of Family Engagement Framework and Cultural and Linguistic Responsive Systems	Manager of Family & Community Partnerships and Supervisor of Culturally and Linguistically Resp. Systems				
<p><b>2. Action Step:</b> Design a model for Family Engagement Framework based on <i>California State Action Plan for School, Family, and community Partnerships</i>, a resource developed by the California State Action Team for Partnerships, with input from 2020 Vision Partners and the community</p>	A Family Engagement Framework model that addresses parent education, two-way communication strategies, volunteerism, and parent resources at the sites is identified and implemented	Manager of Family & Community Partnerships and Supervisor of Culturally and Linguistically Resp. Systems				
<p><b>3. Action Step:</b> Include in the Framework a focus on parent education by providing a district wide parent conference, on-going family workshops, and parent forums, all of which help families navigate our educational system and strengthen parents’ engagement in their children’s education</p>	Workshops (such as LUNA and INSPIRE), forums on topics such as bilingualism or bullying, and a district wide parent conference are attended by more than three hundred (300) parents who evaluate these programs to guide the district’s future planning	Manager of Family & Community Partnerships				
<p><b>4. Action Step:</b> Include in the Framework a</p>	Clear district guidelines and procedures	Manager of Family				

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

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

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

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

and understanding	competence and where they can improve their understanding to better serve families and students	Linguistically Responsive Systems	
<b>STRATEGY B. Recruit and Retain Teachers and Administrators of Color:</b> Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.			
<b>1. Action Step:</b> Provide support for BUSD Pathways participants who are a part of the ACOE pathways project	District classified staff members interested in becoming teachers are supported and mentored	Director, Personnel Services	
<b>2. Action Step:</b> Identify a list of current classified employees interested in teaching careers and provide guidance to help them become teachers	Classified staff members are supported and encouraged to explore teacher certification and become BUSD teachers	Director, Personnel Services	
<b>3. Action Step:</b> Develop recruitment materials to distribute to college/university teacher preparation programs and classified employees; build relationships with programs outside of the bay area, and visit programs to recruit potential teacher candidates representing the diversity of the student population of the District	There is an increase in the number of applicants reflecting the racial, ethnic, and gender diversity of the District	Director, Personnel Services	
<b>4. Action Step:</b> Hold information sessions on credentialing requirements and application processes bi-annually for district-identified prospects	A pool of local candidates for teacher education pathway projects is established	Assistant Superintendent, H.R.; Director, Personnel Services	
<b>5. Action Step:</b> Develop hiring protocols for school sites with interview questions aimed at supporting school sites to focus on the Vision 2020 foundation principles	There is consistency in hiring processes based on the District vision	Director, Personnel Services	
<b>6. Action Step:</b> Develop networking and support systems for current and newly recruited	There is a community of peers to provide support for new hires to increase	Director, Personnel	

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

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

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1"> <tr> <td data-bbox="100 285 688 323">Color Key</td> </tr> <tr> <td data-bbox="100 323 688 360">Division Strategy</td> </tr> <tr> <td data-bbox="100 360 688 397">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
Color Key						
Division Strategy						
Action Steps						
<p><b>STRATEGY A. Efficient Use of Resources:</b> Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs.</p>						
<p><b>1. Action Step:</b> Develop a technology task force to identify system changes that will provide more efficient services</p>	A task force identifies and monitors technology projects	Director of Technology				
<p><b>2. Action Step:</b> Develop a priority list of technology projects that will improve and streamline District-wide systems and result in a savings</p>	The District has a priority list of technology projects that includes timeline for completion and required resources	Director of Technology				
<p><b>3. Action Step:</b> Use service standards and WECARE scorecard model to improve services and operations</p>	Ratings from users indicate improved services and more efficient systems	Deputy Supt., Bus. Serv.; Asst. Supt., Human Res.				
<p><b>STRATEGY B. Parcel Tax and Bond Revenues:</b> Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.</p>						
<p><b>1. Action Step:</b> Provide more transparent information on parcel tax revenue and reserves</p>	The parcel tax and bond committees receive regular updates on reserve balance and revenue projections	Deputy Supt., Bus. Services				
<p><b>2. Action Step:</b> Schedule time with parcel tax and bond committees to discuss the District</p>	Committee members have a greater understanding of the District's vision and	Superintendent				

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

**Rating**

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

2020 Vision Phase II: Early Literacy Implementation Plan

<p><b>Indicator (Goal)</b>                  By 2015, the share of students assessed as reading "at or above grade level" will increase by 10% as measured by BUSD Reading Assessment</p> <p><b>Outcome Measure</b>                  BUSD Reading Assessment and STAR English Language Arts scores</p> <p><b>Strategy:</b> Improve Tutoring for Literacy Impact                  Align existing tutoring resources around a concerted k-3 literacy campaign to provide consistency in interventions for struggling readers and create opportunities for struggling reading to increase hours of reading practice needed to achieve grade-level reading skills.</p>			
<p><b>Action Steps</b></p>	<p><b>1.1.1</b> Prepare to implement: Convene partners to plan for aligning and enhancing tutoring resources to implement improved program in City Rec centers and all BUSD elementary afterschool programs in 2011-12 year.</p>	<p>3/31/11-6/30/11</p>	<p>Assigned to</p>
	<p><b>1.1.2</b> Develop program materials: Adapt existing and create new training and communication materials (Program guide, tutor training, parent training, tutor communication plan)</p>	<p>3/31/11-11/30/11</p>	
	<p><b>1.1.3</b> Develop tools to track and report program information</p>	<p>6/1/11 – 11/30/11</p>	
	<p><b>1.1.4</b> Establish Level Book Libraries (donations/fundraiser campaign)</p>	<p>4/1/11 – 12/31/11</p>	
<p><b>Strategy: Improve Student Referral Systems</b>                  Improve existing referral systems in BUSD, COB, and CBOs by systematically matching struggling readers with tutors, mentor and/or other appropriate health services.</p>			
<p><b>1.2.1.</b> Develop Protocols: Engage ULSS teams in developing protocol to refer struggling readers to appropriate resources</p>	<p>6/1/11 – 10/1/11</p>	<p>Assigned to</p>	<p>Isis Contreras, BUSD ULSS/RTI;                  Kate Graves, COB DPH, Maria Porter, Berkeley Alliance</p>

2020 Vision Phase II: Early Literacy Implementation Plan

	<p><b>1.2.2</b> Implement Referral System: Utilize ULSS team experience/expertise to assess and refer students to tutoring program and for support for non-academic barriers to reading success (health, eye sight, emotional/behavioral challenge, etc.)</p>		<p>9/1/11 – 6/1/12</p>	<p>Isis Contreras, BUSD ULSS/RTI; Kate Graves, COB DPH, Maria Porter, Berkeley Alliance</p>
<p><b>Strategy:</b> Family Involvement</p>	<p><b>Involve families in identifying supports that will help them build their children's literacy skills.</b></p>			
<p><b>Action Steps</b></p>	<p><b>1.3.1</b> Partner with Family Advisory Council on gaining feedback for how to help families help their students</p>	<p><b>Timeframe</b></p>	<p>In Development</p>	<p>In Development</p>
	<p>Describe systemic changes needed to further support the Indicator goal.</p>			
	<p>Describe educational/training needs (including technical assistance) to achieve the Indicator goal.</p>			
	<p>Identify roles of the other partners in achieving the improvement goals.</p>			
	<p>Identify any regulatory or statutory changes needed to support the accomplishment of the improvement goals.</p>			

## 2020 Vision Phase II: Kindergarten Readiness Implementation Plan

<b>Indicator (Goal)</b> By 2015, students prepared for school success on entering kindergarten as measured by the Kindergarten Observation Form (KOF) will increase by XX% [gap between African American and Latino and white students will decrease by XX%]			
<b>Outcome Measure</b> Kindergarten Observation Form ratings of school-readiness in several behavior/learning areas			
<b>Strategy:</b> Implement a multi-institutional strategy to create a smooth transition from pre-k to Kindergarten			
<b>Action Steps</b>	<b>1.1.1</b> Facilitate quarterly meetings of ECE-Kindergarten collaborative	<b>Timeframe</b> 9/30/11-6/30/12	<b>Assigned to</b> First5 w/ BUSD Support: City Youth Services Coordinator
	<b>1.1.2</b> Enhance outreach to families and resources available at BUSD Kindergarten Fair, as means of welcoming families to district	9/30/11- 1/31/12	City Youth Service Coordinator Support: BUSD
<b>Strategy</b> Implement Kindergarten Observation Form to gather data on kindergarten readiness & associated factors			
<b>Action Steps</b>	<b>1.2.1</b> Prepare for implementation: review pilot study data, revise/amend form as necessary, identify K teachers to volunteer, train teachers, hire consultant to analyze data.	<b>Timeframe</b> 5/1/11 – 9/30/11	<b>Assigned to</b> BEA Support: City Youth Services Coordinator, First 5
	<b>1.2.2</b> Complete assessment process: collect, analyze and report data.	9/1/11 – 2/28/12	BUSD Pre-K Principal/staff Support: City Youth Services Coordinator, BEA, Berkeley Alliance
	<b>1.2.3</b> Present findings/recommendations to City Council and school board to address factors affecting school readiness	3/1/12-3/31/12	City Youth Services Coordinator, Berkeley Alliance



2020 Vision Phase II: Kindergarten Readiness Implementation Plan

Strategy	Increase resources and supports available to families with children 0-5 to ensure healthy growth and development	5/1/11-6/30/12	Assigned to	COB –Public Health Support: Berkeley Alliance, City Youth Services Coordinator
<b>1.3.1</b>	Utilize best practices to identify young children with developmental or social/emotional concerns and their families	5/1/11-6/30/12		COB-Public Health, Berkeley Alliance
<b>1.3.2</b>	Train providers who engage with families with young children to enable them to promote family understanding of the health and social/emotional developmental status of their children, and the importance of these factors for their children's kindergarten readiness and future school success.	5/1/11-6/30/12		COB-Public Health, Mental Health, ECE Collaborative, City Youth Services Coordinator
<b>1.3.3</b>	Identify "stressed families" with young children in the Heart 2 Heart neighborhood via outreach and the administration of the Adverse Childhood Events Instrument (ACE) and/or Ages and Stages Questionnaire (ASQ). Train various city, CBO service provider, health provider and church representatives likely to interact with families with young children on identifying risk factors, referring families for support, and promoting parent education about the role of developmental and social/emotional well-being in school success.			
<b>Action Steps</b>				
	<b>Systemic changes needed to further support the Indicator goal.</b>	Collaboration between agencies and with health care providers.		
	<b>Educational/training needs (including technical assistance) to achieve the Indicator goal.</b>	KOF training for volunteer teachers, best practices in home-visiting/case-worker training, risk-identification, referral and K-readiness awareness training for city, CBO service providers, health providers and church representatives.		
	<b>Roles of the other partners in achieving the improvement goals.</b>	Agency data sharing, potential shoring up funding for KOF, ECE collaborative due to First 5 cuts, alignment around K-readiness across City.		
	<b>Regulatory or statutory changes needed to support the accomplishment of the improvement goals.</b>	TBD		



## 2020 Vision Phase II: Attendance Implementation Plan

<p><b>Indicator (Goal)</b>                  By 2015, the share of African American and Latino students identified as "chronically absent" or "truant" as measured by BUSD Office of Attendance will decrease by X%</p> <p><b>Outcome Measure</b>                  Rates of attendance broken down by ethnic/racial demographics</p> <p><b>Strategy: Multi-agency truancy reduction intervention</b>                  By Fall 2011, implement a multi-agency strategy to intervene with youth with the highest truancy rates and/or highest number of police contacts.</p>			
<p><b>Action Steps</b></p>	<p><b>1.1.1</b> Establish foundation for intervention: develop theoretical and logistical details for implementation (team, data sharing MOU, baseline data, profile of intervention students, etc.)</p>	<p>5/31/11 – 6/30/11</p>	<p>Susan Craig, BUSD, Michael McBride, BOCA, Maria Porter, Berkeley Alliance</p>
	<p><b>1.1.2</b> Develop intervention: Select and plan intervention (consult with existing interventions, establish intervention plan, create plan, budget, identify or hire staff)</p>	<p>5/31/11 – 8/31/11</p>	<p>Attendance/Truancy Team</p>
	<p><b>1.1.3</b> Implement intervention: Working with partners, implement intervention with selected students (conduct regular case conferencing, convene quarterly meetings of attendance network)</p>	<p>TBD</p>	<p>TBD</p>
	<p><b>1.1.4</b> Conduct evaluation: Establish identified data points, system of data collection, plan for analysis</p>	<p>6/31/11 – 8/31/11</p>	<p>TBD Identified staff with support of Attendance/Truancy Team</p>
<p><b>Strategy: Multi-agency chronic absence reduction intervention</b>                  By Summer 2011, implement a multi-agency strategy to intervene with 3<sup>rd</sup> grade students with highest chronic absence rates (and scoring below basic on State test scores).</p>			
<p><b>Action Steps</b></p>	<p><b>1.2.1</b> Establish foundation for intervention: Develop theoretical and logistical details for implementation (Identify team, review 3<sup>rd</sup> grade attendance data, develop family outreach plan to learn more about root causes of absences.</p>	<p>4/31/11-6/30/11</p>	<p>Assigned to                  Pamela Harrison-Small, BUSD, w Susan Craig, BUSD, support from COB Youth Services Coordinator</p>

## 2020 Vision Phase II: Attendance Implementation Plan

<p><b>1.2.2</b> Implement Intervention: Implement multi-strategy intervention (Outreach to families, curriculum training, implementation w/ Summer program, teacher cultural competency training)</p>	<p>5/31/11-TBD</p>	<p>Attendance/Chronic Absence team or identified staff</p>
<p><b>1.2.3</b> Evaluate Intervention: Review intervention group attendance, program participation, etc.</p>	<p>8/11 – TBD</p>	<p>Identified staff with support of Susan Craig, BUSD Office of Attendance, BEA and Youth Services Coordinator</p>
<p><b>Describe systemic changes needed to further support the Indicator goal.</b></p>		
<p><b>Describe educational/training needs (including technical assistance) to achieve the Indicator goal.</b></p>		
<p><b>Identify roles of the other partners in achieving the improvement goals.</b></p>		
<p><b>Identify any regulatory or statutory changes needed to support the accomplishment of the improvement goals.</b></p>		

## Berkeley Unified School District

### Goals for 2010 – 2013 with Performance Indicators

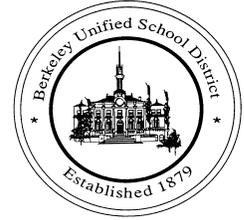
- I. Curriculum & Instruction:** Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
  - Reduce the percentage of students scoring Below Basic and Far Below Basic on the CST in English Language Arts and Math
  - Increase the percentage of students demonstrating proficiency in reading by the end of third grade as measured by the Fountas-Pinnell assessment
  - Increase the percentage of English learners making annual progress on the CELDT (AMAO 1)
  - Increase the percentage of English learners attaining English proficiency, monitoring two cohorts: those who have been identified for less than five years, and those who have been in EL programs for five years or more (AMAO 2)
  
- II. Strategies to Promote Student Success:** Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
  - Reduce the total number of student suspensions as well as the disproportionate percentage of African-American and Latino students suspended
  - Reduce the disproportionate representation of African-American students identified for Special Education services
  - Reduce the number of K-8 students with more than three days of unexcused absences
  - Improve the attendance of high schools students whose excessive unexcused absences result in notification of the SART process
  
- III. Family/Community Engagement:** Establish partnerships with our families and community to increase academic success for all students.
  - Evaluate the level of parent satisfaction as measured by a parent survey
  - Ensure diverse representation on School Governance Councils by increasing the percentage of members who are of African, Latino or Asian descent
  
- IV. Cultural & Linguistic Relevance:** Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.
  - Increase the number of staff who participate in professional development to improve their cultural and linguistic responsiveness
  
- V. Resources:** Generate and equitably allocate resources for programs and services that enable every student to succeed.

## Berkeley Unified School District Performance Indicators

INDICATORS	2011-12	STATUS
Report on Employee Evaluations	August	9-14-11
Adequate Yearly Progress (AYP) Report including API	September	08-31-11
Report on Adult School Benchmarks	September	10-26-11
Annual Report on Achievement of English Learners	September	10-12-11
Williams Settlement and Uniform Complaints	September October January April	09-14-11 10-26-11
Assessment of Progress on the Plan to Close the Achievement Gap	October April	
Measure BB Financial Reports	October December March	09-14-11
Bond Financial Update	October November March May	09-14-11
Class Size Report	October	10-26-11
Diversity Make-up of School Governance Councils	November	
First Interim Budget	December	
Report on Diversity Balance in Schools	December	
Interdistrict Permit Report	December	
Updated Board Policies and Administrative Regulations per GAMUT	December April	
Analyses of Data from Sites	January	
Eligibility for Free/Reduced Price Lunch Program	January	
CALPADS	January	
Student Attendance Report	January April	
Report on Special Education I.E.P. Timeline Compliance by Site	January June	
California Healthy Kids Survey (bi-annual report)	February	
Annual Audit and Audit Committee Report	February	
School Accountability Report Cards	February	
Berkeley High School Report: Small Schools and Programs; WASC; SAT, IB, AP and CAHSEE Results	March	
School Safety Plans	March	
Second Interim Budget	March	
Annual Facilities Plan	March	
BSEP Budgets: Class Size; Libraries; Music/VAPA; Professional Development, Technology, Evaluation; Parent Outreach; Public Information & Translation	April May June	
Student National Origin Report & Language Census	April	
School Site Plans with BSEP	May	
Report on Career Technical Education	May	

**BERKELEY UNIFIED SCHOOL DISTRICT**  
2134 Martin Luther King Jr. Way, Berkeley, California 94704  
(510) 644-6206 Fax: (510) 540-5358

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**William Huyett**  
**Office of the Superintendent**

August 22, 2011

Dear Teachers & Staff,

Welcome back to school! I hope you had a great summer. Our work together this past year brought progress on many fronts. Now, with the start of the 2011-12 school year, we have new opportunities and challenges to improve the lives and futures of Berkeley's children.

Whether you are driving a school bus, providing outreach to parents, maintaining one of our many facilities, working in an administrative function, teaching in a classroom, or serving in any one of the many other important capacities in this district, you are integral to ensuring that our schools are highly effective centers of learning. I want to highlight the following priorities as critical to our continued success:

- Effective communication and service
- Quality instruction
- Intervention through RTI/ULSS\* model
- Safety and school attendance, and
- Kindergarten readiness, and early literacy.

Communicating effectively and providing quality service to our schools, families, and community benefits all of our children. Several initiatives to improve our responsiveness to parents, families, and staff are underway, including developing standards for responding to parent concerns, formal complaints, and using technology to provide quick access to information and digital communication tools.

Quality instruction and intervention are of utmost importance to our success. We have steadily improved student performance in the K-8 program by supporting highly skilled teachers teaching the core content standards while enriching our schools with libraries, music, and the arts. Our high schools, through the WASC accreditation self study, are in the process of improving standards based curriculum, instruction and assessment practices. We will continue to offer classroom and school-based intervention strategies and support services for all students who need them, and, in particular for students of color, second language learners, students with disabilities, and our socio-economically disadvantaged students.

This year we have strong community support for the district's goals of improved school safety and attendance, Kindergarten readiness and early literacy. We know that in order for students to achieve at the highest levels they have to attend school consistently ready to learn when class starts. It is equally important that they feel welcomed and safe in our schools. The district-wide average attendance for last school year was 93%. This rate of attendance is equal to every BUSD student missing 12 out of the 180 school days. We intend to increase average attendance to 96% this year.

We are uniting people, programs, and resources, together with our 2020 Vision Partners (the City, the University, and community organizations), to make sure Berkeley's children attend school consistently, are ready to learn, and develop the skills needed to be strong readers by the third grade. I encourage you to support these goals and help us increase awareness about the importance of attendance and building eager learners and strong readers so all of our children can succeed in school and in life.

I am thankful that we have such a talented and dedicated staff. Berkeley is a wonderful place to be and I appreciate you choosing to work in this district. Together I know we will continue to improve our service to families even during difficult fiscal times. Thank you.

Sincerely,

William Huyett

\* RTI/ULSS – Response to Intervention/Universal Learning Support System is the acronym used to describe the academic, emotional, social, and health support services that are available to students both in and outside the classroom.