

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

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

Wednesday, May 23, 2012

Call to Order           The Presiding Officer will call the Meeting to Order at  
**6:30 p.m., recess to Closed Session** and begin open  
session at **7:30 p.m.**

Roll Call

Members Present:

John T. Selawsky, President  
Leah Wilson, Vice President  
Karen Hemphill, Director  
Beatriz Leyva-Cutler, Director/Clerk  
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

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

- a) Conference with Legal Counsel – Existing Litigation/Anticipated
- b) Consideration of Student Expulsions  
Student Case No. 1112-19-101895
- c) Collective Bargaining
- d) Public Employee Discipline/Dismissal /Release/Evaluation
- e) Public Employment /Appointment
- f) Liability Claim Nos. IN 1541, IN1539, IN1330 and IN1285
- g) Property Acquisition & Disposal

\* Board agenda posted on District website: [www.berkeley.k12.ca.us](http://www.berkeley.k12.ca.us)

\*\* The Student Director does not attend Closed Session

***The Berkeley Unified School District intends to provide reasonable accommodations for members of the public with disabilities or for those who do not speak English. If special accommodations are desired, please call the Superintendent's Office 48 hours prior to the meeting at 510-644-6206***

## **REGULAR MEETING AGENDA**

### **CALL TO ORDER**

Report Closed Session actions

Approve Regular Meeting Agenda of May 23, 2012

### **RECOGNITION**

Berkeley Scholars to Cal

### **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

### **APPROVE CONSENT CALENDAR**

### **CONSENT ITEMS**

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

## **Human Resources Report**

2.1-C Human Resources Report	<u>Staff Recommendation:</u> Approve Human Resources Report 05.23.12	<b>12</b>
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## **Educational Services**

3.1-C Approval of Overnight Field Trip and Out-of-State Travel Requests	<u>Staff Recommendation:</u> Approve the overnight field trip and out-of-state travel requests consistent with District policies and instructional programs	<b>14</b>
3.2-C Adoption of New Textbooks for Berkeley High School in Sociology, Government and Spanish for Native Speakers	<u>Staff Recommendation:</u> Approve new textbooks for Berkeley High School in Sociology, Government and Spanish for Native Speakers for adoption	<b>16</b>
3.3-C Approval of Board Policy on Make-up Work Following Student Suspension	<u>Staff Recommendation:</u> Approve Board Policy on Make-up Work following student suspension	<b>18</b>

## **Business Services**

4.1-C Approval of Contracts and Purchase Orders for Services	<u>Staff Recommendation:</u> Authorize the Purchasing Manager or Deputy Superintendent to execute contracts and purchase orders	<b>25</b>
4.2-C Approval of Listing of Warrants Issued in April 2012	<u>Staff Recommendation:</u> Approve the listing of warrants issued in April 2012	<b>27</b>
4.3-C Approval of Payroll Warrants Issued in April 2012	<u>Staff Recommendation:</u> Approve the payroll warrants issued in April 2012	<b>29</b>
4.4-C Acceptance of Gifts and Donations	<u>Staff Recommendation:</u> Accept the donations and gifts to the District and request staff to extend letters of appreciation	<b>31</b>

4.5-C Approval of Increase of Contract for Rosa Parks After School Program and Family Resource Center	<u>Staff Recommendation:</u> Approve increase of contract to Rosa Parks Collaborative/Lifelong Medical Center for the Rosa Parks After School Program and Family Resource Center for the balance of school year 2011-12	<b>32</b>
 <b><u>Facilities</u></b>		
5.1-C Approval of a Contract with Construction Testing Services for the Berkeley High School Phase 2 and 3 Project	<u>Staff Recommendation:</u> Approve contract with Construction Testing Services for the Berkeley High School Phase 2 and 3 project	<b>33</b>
5.2-C Approval to Award the Installation of New Main Electrical Transformers at BAM and LeConte Schools	<u>Staff Recommendation:</u> Approve award of installation of new main electrical transformers at BAM and LeConte schools	<b>34</b>
5.3-C Approval to Award the Replacement of the Sprinklers and Replant the Grass at the King Softball Field	<u>Staff Recommendation:</u> Approve the award of the replacement of the sprinklers and replant the grass at the King softball field	<b>36</b>
5.4-C Approval to Award the Re-Roofing of the G and A Buildings at Berkeley High School	<u>Staff Recommendation:</u> Approve award to re-roof the G & A buildings at Berkeley High School	<b>38</b>
5.5-C Approval to Award the Installation of Solar Systems at BAM and Malcolm X Schools	<u>Staff Recommendation:</u> Approve award of the installation of solar systems at BAM and Malcolm X schools	<b>41</b>
5.6-C Approval to Award the Painting and Flooring Project in G Building at Berkeley High School	<u>Staff Recommendation:</u> Approve award of the painting and flooring project in G Building at Berkeley High School	<b>43</b>
5.7-C Approval to Award the King and Willard Girls' Locker Replacement Project	<u>Staff Recommendation:</u> Approve award of the King and Willard girls' locker replacement project	<b>45</b>

**ACTION ITEMS**

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

**Human Resources**

2.1-A Staff Recommendation: **46**  
Approval of BCCE’S Personnel Commission Nomination Approve BCCE’s appointment to the Personnel Commission

**Educational Services**

3.1-A Staff Recommendation: **48**  
Approval of Consolidated Application for Categorical Programs Approve Consolidated Application for Categorical Programs

3.2-A Staff Recommendation: **50**  
Approval of the FY 2012-13 Expenditure Plan for the BSEP Visual and Performing Arts Fund (VAPA) Approve expenditure plan

3.3-A Staff Recommendation: **58**  
Approval of the FY 2012-13 Expenditure Plan for the BSEP Professional Development Fund Approve expenditure plan

3.4-A Staff Recommendation: **72**  
Approval of the FY 2012-13 Expenditure Plan for the BSEP Program Evaluation Fund Approve expenditure plan

3.5-A Staff Recommendation: **80**  
Approval of the FY 2012-13 Expenditure Plan for the BSEP Library Fund Approve expenditure plan

3.6-A Staff Recommendation: **88**  
Approval of the FY 2012-13 Expenditure Plan for the BSEP Technology Fund Approve expenditure plan

**CONFERENCE ITEM**

This item is submitted for advance planning and to assist the board in establishing future agenda items. The Board may, however, take action.

**Human Resources**

2.1-CF Reorganization of Maintenance Department and Related Elimination/Reduction and Addition of Certain Classified Positions	<u>Staff Recommendation:</u> Approve reorganization and Resolution to eliminate/reduce/add certain positions	<b>93</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**

<b>8:30 p.m.</b> 3.1-I Progress Report on Response to Instruction and Intervention (RTI)	<u>Staff Recommendation:</u> Receive RTI presentation for information	<b>97</b>
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**Business Services**

4.1-I The Governor’s May Revision on the State Budget	<u>Staff Recommendation:</u> Receive report for information	<b>111</b>
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**Facilities**

5.1-I Maintenance and BB Third Quarter FY 2012 Report	<u>Staff Recommendation:</u> Receive maintenance and BB third quarter FY 2012 report	<b>112</b>
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**ADDITIONAL ACTION ITEMS**

Approve Board of Education Minutes: May 2, 2012  
Approve Board of Education Minutes: May 9, 2012

**EXTENDED PUBLIC TESTIMONY**

**ADJOURNMENT**

**Board of Education Meeting Dates – 2012**

June 6	October 24
June 20	November 14
June 27	November 28
August 22	December 12
September 12	
September 19	
October 10	

**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.

**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:** Delia Ruiz, Assistant Superintendent, Human Resources  
**DATE:** May 23, 2012  
**DISTRICT GOAL:** V: Efficient Use of Resources  
**SUBJECT:** APPROVAL OF HUMAN RESOURCES REPORT 05.23.12  
 The following is submitted for review and acceptance.

## CERTIFICATED EMPLOYEES

Name	Classification (Temporary, Probationary or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<b><u>SEPARATIONS</u></b>						
Elizabeth Arnett	Permanent	Teacher	1.0	King	06/15/12	
Christie Clark	Permanent	Teacher	.80	King	06/15/12	
Rosemary Hannon	Permanent	Teacher	.20	Cragmont	06/15/12	
Anne Johnston	Permanent	Teacher	.60	Berkeley High	06/15/12	
Nicolette Moore	Probationary	Teacher	.40	Cragmont	06/15/12	
<b><u>RETIREMENT</u></b>						
William Huyett	Permanent	Superintendent	1.0	Superintendent's Office	06/30/12	
Robert McKnight	Permanent	Teacher	1.0	Berkeley High	06/15/12	

## CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<b><u>LEAVES</u></b>						
Danielle Adams	Permanent	Instructional Technician	.53	Le Conte	05/07/12	05/18/12
Roderick Carraway	Permanent	Maintenance Technician	1.0	Maintenance	03/13/12	05/10/12
Veronica Collins	Permanent	Custodian I	1.0	Berkeley High	04/11/12	05/13/12
John C. Douglas	Permanent	Instructional Specialist	.08	Arts Magnet	05/02/12	06/15/12
Janice Johnson	Permanent	Instructional Assistant, ECE	.80	King CDC	03/22/12	05/21/12
Karl Lampkin	Permanent	Instructional Assistant, ECE	.80	King CDC	02/27/12	05/04/12
Amy Pedrioli	Probationary	Site Coordinator, After School Program	.90	B-Tech	05/07/12	06/12/12

**CLASSIFIED EMPLOYEES**

<b>Name</b>	<b>Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Date (From)</b>	<b>Date (To)</b>
<b><u>LEAVES (Continued)</u></b>						
Paula Phillips	Permanent	Administrative Assistant	1.0	BEARS	04/01/12	05/31/12
Paula Shoemaker	Permanent	Student Assignment Specialist	1.0	Student Services	04/18/12	06/29/12
<b><u>SEPARATIONS</u></b>						
Wanda McAfee	Permanent	Sr. Food Service Assistant	1.0	Nutrition Services	01/21/12	
<b><u>RETIREMENT</u></b>						
Shakuntala Lall	Permanent	Accounting Technician	1.0	BSEP/ Business Services	07/31/12	
Patricia Smith	Permanent	Library Media Technician	.80	Malcolm X	06/15/12	
<b><u>NEW HIRES OR REHIRS</u></b>						
Salvador Ruiz	Probationary	Grounds Gardener	1.0	Maintenance	05/08/12	*
Michael Younger	Probationary	School Safety Officer	1.0	B-Tech	05/08/12	*
<b><u>LIMITED TERM PROVISIONAL</u></b>						
Sherman Montgomery	Limited Term	Grounds Gardener	1.0	Maintenance	05/08/12	11/13/12
Ananda Richmond	Provisional	Instructional Assistant, Special Ed. Attendant	.80	Oxford	01/03/12	06/15/12
<p>*Upon completion of six work months  ** Upon completion of one work year</p>						



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** May 23, 2012  
**SUBJECT:** Out of State Travel and Overnight Field Trips

### **BACKGROUND INFORMATION**

The following out of state travel request is being made:

AIM (Accelerated Integrative Method) Language Learning Summer  
Institute, Victoria, British Columbia, August 20 – 23, 2012

Approve participation of six (6) foreign language teachers from Berkeley High School, and one (1) foreign language teacher from Willard Middle School at a four-day, three-night conference in Victoria, BC. The training will directly address the World Language equity goal of increasing the language proficiency of more students from our diverse student body in our entry level language classes. The intent is to encourage greater cultural appreciation of language diversity and will help to promote longer-term commitment to the study of language. The AIM method accelerates language learning through the use of high-frequency vocabulary, an innovative gesture-based technique, contextualization of language through plays and stories, cooperative learning, spontaneous language production and exclusive use of the target language. Registration fees and workshop materials are being paid from BUSD Professional Development funds. Travel expenses are being funded by BPEF. Requested by Pasquale Scuderi, B.H.S. Principal and Robert Ithurnburn, Willard Middle School Principal.

The following overnight field trip request is being made:

University of California, Santa Cruz, CA, May 24 - 25, 2012

Approve participation of forty-five (45) eleventh-grade C.A.S. students, and five (5) teachers from Berkeley High School on a two-day, one-night field trip to the University of California, Santa Cruz, CA. The group will depart B.H.S. at 8:30 a.m. on Thursday, May 24, and return at 3:30 p.m. on Friday, May 25, 2012. C.A.S. Students will be on a two-day writing retreat to prepare their personal statements for the college application process and visit the U.C.S.C. campus. BUSD will provide transportation. Students will sleep in gender specific dormitories on the U.C. campus. Cost for the trip is being paid from B.H.S. Development Grant funds and parent donations. Substitutes will be paid from California Partnership Grant funds. No student will be denied access based on inability to pay. Requested by Pasquale Scuderi, BHS Principal.

Berkeley Toulumne Camp, Stanislaus National Forrest, June 8 – 10, 2012. Approve Participation of forty (40) B.E.A.R.S. (Berkeley Excellent Academic Road to Success) students, one (1) teacher, and twenty-five (25) other adults from the B.E.A.R.S. after school program on a three-day, two-night field trip to the City of Berkeley Toulumne Camp in the Stanislaus National Forrest. Students will depart from Rosa Parks Elementary at 11:30 a.m. on Friday, June 8, and return at 6:00 p.m. on Sunday, June 10, 2012. The BUSD Transportation Department has approved the certified Charter Bus Service “First Student” for this trip. Students will have the opportunity to experience camping in the great outdoors, nature walks and community building activities. Students will sleep in gender specific tent cabins. The cost of food and lodging for this trip is being paid by the City of Berkeley. The transportation cost of \$1,500 is being paid from Early Childhood Development Funds. No student will be denied access based on inability to pay. Requested by Zachary Pless, Extended Learning Supervisor.

**DISTRICT GOAL**

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

**POLICY/CODE**

Education Code 35330  
Board Policy 6153

**FISCAL IMPACT**

As indicated above.

**STAFF RECOMMENDATION**

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



# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** May 23, 2012  
**SUBJECT:** New Textbooks for Berkeley High School in Government, Sociology and Spanish

## **BACKGROUND INFORMATION**

The following textbooks were presented to the Board on May 9, 2012 for consideration, and they are now being recommended for adoption.

*United States Government: Principles in Practice* by Luis Ricardo Fraga and published by Holt McDougal

Berkeley International High School (BIHS) staff is recommending this textbook for use in the 12<sup>th</sup> grade American Government class. *United States Government: Principles in Practice* is designed specifically to meet the California 12<sup>th</sup> grade American Government standards. The text is intended to give students the information they need to accept the responsibilities required of all citizens and residents who are engaged in American politics today. The book utilizes the same format as the economics textbook currently used in BIHS with each chapter divided into sections and each section focused on an important concept. This format has helped students access the curriculum more easily and has helped teachers structure well-paced and engaging lessons.

*You May Ask Yourself – An Introduction to Thinking Like a Sociologist* by Dalton Conley and published by W.W. Norton and Company

Berkeley High School staff is recommending a new textbook for the 11<sup>th</sup> and 12<sup>th</sup> grade course, Introduction to Sociology. Originally published in 2008, Conley's book introduces students to the methodologies of "thinking like a sociologist." More importantly, Conley takes complex concepts and uses real world, applicable examples to help students understand them more fully. The text is accessible to high school students although it was probably written to be used in an introductory college course. Dalton Conley is the Chair of the Sociology Department at New York University.

*Nuevas Vistas, Curso Uno* and *Nuevas Vistas, Curso Dos* published by Holt, Rinehart and Winston

Berkeley High School World Languages Department is seeking approval for two levels of *Nuevas Vistas* for use in the two-year sequence in Spanish for native/heritage speakers. This text is geared toward preparing native/heritage speakers of Spanish to enroll in either AP Spanish language or AP Spanish literature. In addition to the focus on the four language skills, the text supports the development of academic language in Spanish. The content is inclusive in that it

presents information about the people, customs and contributions of many Spanish speaking countries. Vocabulary development and use of the internet for practice and research are emphasized. The text is used in a number of neighboring districts, and the reports from the teachers in these districts have been positive.

The textbooks have been on display in the Superintendent's Conference Room for the past two weeks.

**DISTRICT GOAL**

I. Curriculum and Instruction

**POLICY/CODE**

Board Policy 6161.1

Ed Code 60400

**FINANCIAL IMPACT**

Approximately \$20,600 for 250 American Government books, \$1,900 for 30 sociology books, and \$9,500 for 120 Spanish texts for a total of \$32,000

**STAFF RECOMMENDATION**

Adopt the new textbooks for Berkeley High School in American Government, Sociology and Spanish.

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
Susan Craig, Director of Student Services  
**DATE:** May 23, 2012  
**SUBJECT:** Revised Board Policy 5144.1

## **BACKGROUND INFORMATION**

The Board has expressed a desire to ensure that students who are suspended are given the opportunity to make up that they have missed. As a result, Board Policy 5144.1 has been modified, and the proposed additions have been underlined. The policy was presented for review at Board meeting on May 9 and is now being presented for approval. If approved, the Board Policy would go into effect at the beginning of the next school year.

## **DISTRICT GOAL**

II. C. Positive Behavior Support

## **POLICY/CODE**

Ed Codes 48900 – 48915

## **FISCAL IMPACT**

No fiscal impact

## **STAFF RECOMMENDATION**

Approve the revised Board Policy 5144.1.

## **Berkeley Unified School District**

### **Board Policy 5144.1**

#### **Suspension and Expulsion/Due Process**

The Governing Board has established policies, standards and general expectations for behavior in order to promote learning and protect the safety and well-being of all students. When these policies, standards and expectations are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code [48900.5](#))

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code [48915](#))

#### Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code [48911](#), [48915](#), [48915.5](#))

(cf. [5119](#) - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

#### On-Campus Suspension Program

The Superintendent or designee may establish a supervised in-house suspension program which meets the requirements of law for suspended

students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

#### Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code [48900.1](#))

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code [48900.1](#))

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

## Educational Options for Suspended Students

The Governing Board of the Berkeley Unified School District recognizes that a loss of *any* instructional days is not in the best interest of students who are suspended. A significant loss of instruction places students at a higher risk of academic failure, absenteeism, and delinquency. In the interest of providing continuing educational services to students who are suspended, students shall be permitted to make up missed work while suspended and upon returning to school after suspension.

### Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

### Legal Reference:

#### EDUCATION CODE

[212.5](#) Sexual harassment

[1981](#) Enrollment of students in community school

[17292.5](#) Program for expelled students

[32261](#) Interagency School Safety Demonstration Act of 1985

[35146](#) Closed sessions (re suspensions)

[35291](#) Rules (for government and discipline of schools)

[35291.5](#) Rules and procedures on school discipline

[48660-48667](#) Community day schools

[48900-48927](#) Suspension and expulsion

[48950](#) Speech and other communication

[49073-49079](#) Privacy of student records

#### CIVIL CODE

[47](#) Privileged communication

[48.8](#) Defamation liability

#### CODE OF CIVIL PROCEDURE

[1985-1997](#) Subpoenas; means of production

#### GOVERNMENT CODE

[11455.20](#) Contempt

[54950-54963](#) Ralph M. Brown Act

#### HEALTH AND SAFETY CODE

[11014.5](#) Drug paraphernalia

[11053-11058](#) Standards and schedules

#### LABOR CODE

[230.7](#) Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

#### PENAL CODE

[31](#) Principal of a crime, defined

[240](#) Assault defined

[241.2](#) Assault fines

[242](#) Battery defined  
[243.2](#) Battery on school property  
[243.4](#) Sexual battery  
[245](#) Assault with deadly weapon  
[245.6](#) Hazing  
[261](#) Rape defined  
[266c](#) Unlawful sexual intercourse  
[286](#) Sodomy defined  
[288](#) Lewd or lascivious acts with child under age 14  
[288a](#) Oral copulation  
[289](#) Penetration of genital or anal openings  
[626.2](#) Entry upon campus after written notice of suspension or dismissal without permission  
[626.9](#) Gun-Free School Zone Act of 1995  
[626.10](#) Dirks, daggers, knives, razors or stun guns  
[868.5](#) Supporting person; attendance during testimony of witness  
WELFARE AND INSTITUTIONS CODE  
[729.6](#) Counseling  
UNITED STATES CODE, TITLE 18  
921 Definitions, firearm  
UNITED STATES CODE, TITLE 20  
[7151](#) Gun free schools  
COURT DECISIONS  
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267  
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421  
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321  
Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807  
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182  
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301  
ATTORNEY GENERAL OPINIONS  
84 Ops.Cal.Atty.Gen 146 (2001)  
80 Ops.Cal.Atty.Gen. 91 (1997)  
80 Ops.Cal.Atty.Gen. 85 (1997)  
Management Resources:  
WEB SITES  
CSBA: <http://www.csba.org>  
California Attorney General's Office: <http://www.caag.state.ca.us>  
California Department of Education: <http://www.cde.ca.gov>  
U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy BERKELEY UNIFIED SCHOOL DISTRICT  
adopted: December 7, 2005 Berkeley, California  
Revised May 23, 2012

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** May 23, 2012  
**SUBJECT:** Approval of Contracts/Purchase Orders for Services  
Contracts

## **BACKGROUND INFORMATION**

The District contracts with consultants or independent contractors who can provide valuable and necessary specialized services not normally required on a continuing basis. The following contract services are requested. Expenditures are within budget.

1. Ratify an increase to Labor Compliance Managers to provide labor compliance for the BHS stadium project. The District must utilize these services to preserve the possibility of receiving funds from the Office of Public School Construction (OPSC). The increase is due to the longer duration of the project and increase in work required when one sub-contractor did not pay the proper benefits and additional follow-up was required. The Board approved \$25,000 on April 28, 2012. The additional contract amount will increase the cost by \$11,800 for a total amount of \$48,600. To be paid from Measure I. Requested by Lew Jones.
2. ITS Enterprises to provide Inspector of Record Services for the BAM and Malcolm X solar project as required by DSA. The cost will not exceed \$15,000. To be paid from Measure AA. Requested by Lew Jones.
3. Increase in contract amount, PO 121145, to Henri Ducharme to provide additional math classes for the BAM After School Program. The original purchase order in the amount of \$9,750 was issued on October 13, 2011. The additional amount requested is \$2,500 for a total amount of \$12,250. To be paid from PTA Donations. Requested by Emily Nathan.
4. Increase in contract, PO 121242, to Educational Testing Services to provide G.E.D. test scoring services through the 2012 SY. The Board approved \$12,000 on October 26, 2011. The additional contract amount will increase the cost by \$2,500 for a total amount of \$14,500. To be paid from the Adult Education Fund. Requested by Burr Guthrie.
5. Increase in contract, PO 121018, to Playworks to extend the sports program at John Muir through June 15, 2012. The Board approved \$19,125 on March 28, 2012. The additional



contract amount will increase the cost by \$6,375 for a total amount of \$25,500. To be paid from PTA Donations. Requested by Audrey Amos.

6. Increase in contract, PO 120569, to Dora Dome to provide legal services for Student Services Department. The Board approved \$14,000 on March 28, 2012. The additional contract amount will increase the cost by \$6,000 for a total amount of \$20,000. To be paid from the General Fund. Requested by Susan Craig.

**DISTRICT GOAL**

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

**POLICY/CODE**

Public Contract Code: 20111

Board Policy 3310

**STAFF RECOMMENDATION**

Approve the contracts with Consultants or Independent Contractors as submitted.

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** May 23, 2012  
**SUBJECT:** Approve Listing of Warrants issued in April 2012.

## **BACKGROUND INFORMATION**

Each month the District writes several checks to vendors for services provided and goods received. The checks are written against both the Restricted and Unrestricted General Fund. The summaries of warrants for the month April 2012 are attached for the Board's review.

## **DISTRICT GOAL**

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

## **POLICY/CODE**

Educational Code Section 41010 et seq.

## **FISCAL IMPACT**

\$2,960,123.94 for the month of April 2012 from various funds.

## **STAFF RECOMMENDATION**

Approve the monthly bill warrant list for the month April 2012.

# **BERKELEY UNIFIED SCHOOL DISTRICT**

## **District Bill Warrant - Accounting Department**

### **BILL WARRANT FOR APRIL 2012**

<b>FUNDS</b>	<b>AMOUNT</b>
<b>GENERAL FUND</b>	<b>\$1,048,532.21</b>
<b>MEASURE BB FUND</b>	<b>\$98,116.16</b>
<b>TRANS FUND</b>	<b>\$0.00</b>
<b>SCHOOL ENRICHMENT FUNDS</b>	<b>\$84,464.40</b>
<b>ADULT FUND</b>	<b>\$26,577.24</b>
<b>CHILD DEVELOPMENT FUND</b>	<b>\$12,280.84</b>
<b>CAFETERIA FUND</b>	<b>\$54,666.40</b>
<b>DEFERRED MAINTENANCE FUND</b>	<b>\$0.00</b>
<b>MEASURES A AND I (BOND FUNDS)</b>	<b>\$1,057,143.72</b>
<b>SELF INSURANCE FUND</b>	<b>\$30,806.59</b>
<b>PAYROLL/BENEFITS CLEARING</b>	<b>\$547,536.38</b>
<b>TOTAL DISTRICT BILL WARRANT</b>	<b><u><u>\$2,960,123.94</u></u></b>

Approved By :

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**PAULINE E. FOLLANSBEE**  
**DIRECTOR OF FISCAL SERVICES**

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** May 23, 2012  
**SUBJECT:** Receive and Approve Information on the Issuance of Payroll Warrants for Employee Services for April 2012.

## **BACKGROUND INFORMATION**

On a regular basis, the Board receives information on the total amount paid employees during a month. The attached represents a summary of pay warrants from various funds for the month of April 2012.

## **DISTRICT GOAL**

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

## **POLICY/CODE**

Educational Code 41010 et seq.

## **FISCAL IMPACT**

\$6,564,079.14 for April 2012 from various funds.

## **STAFF RECOMMENDATION**

Approve payroll payments made in April 2012.

**BERKELEY UNIFIED SCHOOL DISTRICT  
DISTRICT PAYROLL – ACCOUNTING DEPARTMENT  
April 2012**

<u>COMPUTER GENERATED</u>	<u>AMOUNTS</u>
GENERAL FUND	\$5,155,586.83
MEASURE BB FUND	\$173,949.55
BSEP MEASURE A	\$544,862.83
ADULT FUND	\$285,423.18
CAFETERIA FUND	\$134,760.25
CHILD DEVELOPMENT	\$239,276.62
MEASURE A+AA (BOND FUND)	\$17,079.80
SELF INS. FUND	\$13,140.08
<b>TOTALS</b>	<b>\$6,564,079.14</b>

APPROVED BY: \_\_\_\_\_  
Pauline Follansbee, CPA  
Director of Fiscal Services

May 23, 2012

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** May 23, 2012  
**SUBJECT:** Acceptance of Gifts/Donations

## **BACKGROUND INFORMATION**

The Board may accept and utilize on behalf of the District any bequests or gifts of money or property for a purpose deemed to be suited by the Board. The following donations have been presented to the District:

1. Washington PTA donated \$700 to partially fund an hourly test coordinator position to assist classroom teachers for state standards and curriculum work for 2011-12 for Washington School
2. Rosa Parks PTA donated \$55,500 to partially fund the following programs/positions: Playworks, Family Resource Center (FRC), BUILD and Stiles Hall tutoring Programs, planners and the Mosaic Project for Rosa Parks School
3. Willard PTA donated \$4,578.32 to partially fund the Athletic Director position for Willard School.
4. Berkeley High School Jazz Parents donated \$3,000 to support the BHS Jazz program sectional leaders for Berkeley High School.
5. Jefferson PTA donated \$5,000 to partially fund the counseling services program for Jefferson School.
6. Wells Fargo Bank donated \$1,000 to be utilized as needed for Rosa Parks School.

## **DISTRICT GOAL**

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

## **BOARD POLICY**

BP 3290

## **FISCAL IMPACT**

The District received a total of \$69,778.32 in donations.

## **STAFF RECOMMENDATION**

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

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** May 23, 2012  
**SUBJECT:** Increase in Contract with Lifelong Medical for Rosa Parks After School Program and Family Resource Center

### **BACKGROUND INFORMATION:**

Lifelong Medical Care has been the contracted fiscal agent for the Rosa Parks Collaborative, including the after school program at Rosa Parks School, Rosa Parks Kids' Village After School Program since 2001. Lifelong Medical manages all finances for the program, including all costs for the staff, supplies and equipment, and independent contractors.

The Rosa Parks School Collaborative oversees the After School Program, as outlined in the three year Memorandum of Understanding between the District and the Collaborative, which was approved by the Board on August 12, 2009.

Funding for the Rosa Parks Kids' Village After School Program comes from three sources: a 21<sup>st</sup> Century grant, an After School Education and Safety (ASES) grant, and parent fees. The grant amounts are dependent upon student attendance.

It was anticipated that attendance at the Rosa Parks Kids' Village After School Program would generate a total of \$292,253 in grant funds per year. However, the morning program and increased attendance have generated additional revenue. Board approval is needed to increase the original amount to be paid to Lifelong Medical by \$18,397 for a total of \$310,650 for 2011-12.

### **DISTRICT GOAL**

II. F. Extended Learning Opportunities

### **POLICY/CODE**

None

### **FISCAL IMPACT**

Increased payment to Lifelong of \$18,397 from after school grant funds and parent fees

### **STAFF RECOMMENDATION**

Approve payment to Lifelong Medical for Rosa Parks After School Program and Family Resource Center.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Approve a Contract With Construction Testing Services for the Berkeley High School Phase 2 and 3 Project

### **BACKGROUND INFORMATION**

Berkeley Unified School District has awarded the BHS Phase 2 and 3 project. The State requires that special inspections be performed by a qualified testing laboratory. Certain of the testing services are also governed by the Project Labor Agreement. The BUSD project manager solicited proposals to provide these services. The project manager evaluated the proposals, and Construction Testing Services was judged to be the best fit for this project.

### **DISTRICT GOAL**

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

### **POLICY/CODE**

Board Policy 3310.

### **FISCAL IMPACT**

Cost to be paid from the Measure I Bond Fund.

### **STAFF RECOMMENDATION**

Approve Construction Testing Services for a contract of \$220,000.



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Approve a Contract with Decker Electric to Install New Main Electrical Transformers at BAM and LeConte Schools

### **BACKGROUND INFORMATION**

On March 28, 2012, the Board approved the advertisement of a project to install new transformers at BAM and LeConte. The District also direct purchased the switchgear for BAM in order to complete the project by the opening of school. On May 10, 2012, four bids were received. Staff is recommending that the contract be awarded to the lowest bidder.

The lowest responsible bidder is approximately \$260,000 under the budget. There is a little savings from the favorable bid market, but the estimate prepared by the designer was too high.

### **DISTRICT GOAL**

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

### **POLICY/CODE**

Public Contract Code 20110 – 20118 and 5100-5110

### **FISCAL IMPACT**

Cost to be paid from Measure AA Funds. The total project budget will decrease by approximately \$260,000.

### **STAFF RECOMMENDATION**

Approve Decker Electric to install transformers at two schools in the amount of \$297,640.

# BERKELEY UNIFIED SCHOOL DISTRICT

## RESOLUTION No. 12-61

### Authorization to Award Contract for PG&E Service Upgrade at LeConte and BAM Project 901.1202

**WHEREAS**, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for PG&E Service Upgrade at LeConte and BAM Project 901.1202. Bids were opened on May 10, 2012 at 2:00 pm, and the following 4 bids were received and deemed qualified:

<b>CONTRACTOR</b>	<b>BASE BID</b>
Decker Electric	\$297,640
Cupertino Electric	\$434,587
Tennyson Electric	\$464,700
Red Top Electric	\$696,522

**WHEREAS**, Decker Electric is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 901.1202 documents;

**NOW, THEREFORE, BE IT RESOLVED** that the bid of Decker Electric, for the Base Bid only in the amount of \$297,640 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this 23<sup>rd</sup> day of May, 2012.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Beatriz Leyva-Cutler  
Clerk, Board of Education  
Berkeley Unified School District

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Approve a Contract With Environmental Landscape Solutions to Replace the Sprinklers and Replant the Grass at the King Softball Field

### **BACKGROUND INFORMATION**

The Measure BB Annual Plan includes a project to replace the sprinklers and the grass field at the King softball field.

The project was bid per our cost accounting procedures which are permissible if the bid award is less than \$175,000. Three bids were received on May 10, 2012. All bidders are qualified. We are recommending award to the low bidder.

The project is just slightly under the estimate of \$100,000.

### **DISTRICT GOAL**

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

### **POLICY/CODE**

Public Contract Code 20110 – 20118.

### **FISCAL IMPACT**

Cost to be paid from Measure BB Funds.

### **STAFF RECOMMENDATION**

Approve Environmental Landscape Solutions to replace the sprinklers and the grass at the King softball field in the amount of \$94,775.

# BERKELEY UNIFIED SCHOOL DISTRICT

## RESOLUTION No. 12-62

### Authorization to Award Contract for King Softball Field Project 832.1201

**WHEREAS**, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for King Softball Field Project 832.1201. Bids were opened on May 10, 2012 at 3:00 pm, and the following 3 bids were received and deemed qualified:

<b>CONTRACTOR</b>	<b>BASE BID</b>
Environmental Landscape Solutions	\$94,775
Cleary Bros Landscape	\$126,000
Suarez & Munoz Construction	\$199,000

**WHEREAS**, Environmental Landscape Solutions is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 832.1201 documents;

**NOW, THEREFORE, BE IT RESOLVED** that the bid of Environmental Landscape Solutions, for the Base Bid only in the amount of \$94,775 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this 23<sup>rd</sup> day of May, 2012.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Beatriz Leyva-Cutler  
Clerk, Board of Education  
Berkeley Unified School District

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Approve a Contract With Yancey Roofing to Re-Roof the G and A Buildings at Berkeley High School

### **BACKGROUND INFORMATION**

The Board approved the advertisement of a project to re-roof the G and A Buildings at BHS on March 28, 2012. Seven bids were received on May 1, 2012. The apparent low bidder submitted a letter stating that he made an error in compiling his bid. Per Public Contract Code, sections 5100 – 5110, the awarding authority cannot relieve a bidder from his bid unless the authority prepares a report which documents the existence of each element contained in Section 5103. That report must be available for inspection as a public record.

BUSD staff has prepared such a report. It establishes that:

1. A mistake was made;
2. Written notice was provided within five working days;
3. The mistake made the bid materially different than was intended; and,
4. The mistake was made in filling out the bid and not due to an error in judgment or carelessness or reading the plans and specification.

The contractor included only one of the two roofs in his estimate. This had a material effect on his price. The contractor complied with all other requirements of Section 5103. The report is available in the Public Information office, the Facilities Department and the Purchasing Office.

Staff is recommending that the contractor be relieved of his bid and that the bid be awarded to the next lowest bidder.

The lowest responsible bidder is approximately \$230,000 below the budget. The price was lower than the estimate for two reasons: the final specified resurfacing system was less expensive than originally anticipated and the pricing was very favorable due to the current bid environment.

### **DISTRICT GOAL**

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

### **POLICY/CODE**

Public Contract Code 20110 – 20118 and 5100-5110

**FISCAL IMPACT**

Cost to be paid from Measure AA Funds. The total project budget will decrease by approximately \$230,000.

**STAFF RECOMMENDATION**

Approve Yancey Roofing to re-roof the G and A buildings at BHS in the amount of \$590,262.

# BERKELEY UNIFIED SCHOOL DISTRICT

## RESOLUTION No. 12-56

### Authorization to Award Contract for BHS Building G&A Roof Repair Project 137.1202

**WHEREAS**, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for roof repair project at Berkeley High School Buildings G & A Project 137.1202. Bids were opened on May 1, 2012 at 2:00pm, and seven bids were received. One bidder, Stronger Building Services, subsequently requested bid relief based on a clerical, material error in keeping with the requirements of Public Contract Code section 5100 and the following 6 bids are deemed qualified:

<b>CONTRACTOR</b>	<b>BASE BID</b>
Yancey Roofing	\$590,262
State Roofing	\$594,481
Best Contracting	\$647,465
D7 Roofing	\$689,908
Pioneer Contractors	\$703,000
Petersen Dean	\$718,800

**WHEREAS**, Yancey Roofing is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 137.1202 documents;

**NOW, THEREFORE, BE IT RESOLVED** that the bid of Yancey Roofing, for the Base Bid in the amount of \$590,262 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this 23<sup>rd</sup> day of May 2012.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Beatriz Leyva-Cutler  
Clerk, Board of Education  
Berkeley Unified School District

Public Contract Code: 20111  
Board Policy: 3310



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Approve a Contract With Rodan Builders Incorporated to Install Solar Systems at BAM and Malcolm X Schools

### **BACKGROUND INFORMATION**

On March 28, 2012, the Board approved the advertisement of a project to install solar systems at BAM and Malcolm X. On May 8, 2012, five bids were received. By law, bids must be awarded to the lowest base bid unless an alternative method of award is specified. Staff is recommending that the contract be awarded to the bidder with the lowest base bid. Staff is also recommending the award of alternates one and two. These two alternates together effectively double the array at Malcolm X. The price for the alternates is below the estimate.

If we award the project and alternates to the bidder, the project will be approximately \$40,000 over the budget. However, the PG&E rebate will make up almost \$28,000 of that difference.

### **DISTRICT GOAL**

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

### **POLICY/CODE**

Public Contract Code 20110 – 20118 and 5100-5110

### **FISCAL IMPACT**

Cost to be paid from Measure AA Funds. The total project budget will increase by approximately \$35,000.

### **STAFF RECOMMENDATION**

Approve Rodan Builders Incorporated to install solar systems at two schools in the amount of \$1,379,000.

# BERKELEY UNIFIED SCHOOL DISTRICT

## RESOLUTION No. 12-60

### Authorization to Award Contract for Roof and Solar Panels at BAM and Malcolm X Project 901.1201

**WHEREAS**, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Roof and Solar Panels at BAM and Malcolm X Project 901.1201. Bids were opened on May 8, 2012 at 2:00 pm, and the following 5 bids were received and deemed qualified:

<b>CONTRACTOR</b>	<b>BASE BID</b>	<b>Alt #1</b>	<b>Alt #2</b>	<b>Alt #3</b>
Rodan Builders Inc	\$1,071,000	\$170,000	\$138,000	\$150,000
Best Contracting	\$1,095,000	\$120,000	\$99,000	\$11,000
Pioneer Contractors Inc	\$1,176,000	\$170,000	\$138,400	\$10,000
Western Roofing	\$1,297,000	\$180,236	\$140,448	\$12,053
AAA Solar Electric	\$1,465,800	\$123,000	\$155,100	\$24,700

**WHEREAS**, Rodan Builders Inc is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 901.1201 documents;

**NOW, THEREFORE, BE IT RESOLVED** that the bid of Rodan Builders Inc, for the Base Bid and Alternates #1 through #2 in the amount of \$1,379,000 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this 23<sup>rd</sup> day of May, 2012.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Beatriz Leyva-Cutler  
Clerk, Board of Education  
Berkeley Unified School District

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Approve a Contract With Am Woo Construction to Paint and Replace Flooring in G Building at Berkeley High School

### **BACKGROUND INFORMATION**

On March 28, 2012, the Board approved the advertisement of a project to paint and replace flooring at the G Building at BHS. Eight bids were received on May 7, 2012. All bidders are qualified. We are recommending award to the low bidder. We are also recommending approval of an additional allowance of 10,000 square feet of Unit #2 (additional flooring) and 12,000 square feet of Unit #3 (additional painting). Approving the allowance will permit the project team to re-examine the wisdom of adding a number of classrooms which were in decent shape and will allow for painting the high corridor walls and ceilings and a few non-classroom spaces.

The project is under the estimate by \$170,000. The bidding climate is very favorable.

### **DISTRICT GOAL**

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

### **POLICY/CODE**

Public Contract Code 20110 – 20118.

### **FISCAL IMPACT**

Cost to be paid from Measure AA Funds.

### **STAFF RECOMMENDATION**

Approve Am Woo Construction to paint and replace flooring at the G Building at BHS in the amount of \$617,500.

# BERKELEY UNIFIED SCHOOL DISTRICT

## RESOLUTION No. 12-63

### Authorization to Award Contract for BHS Building G Floor and Painting Project 807.1201

**WHEREAS**, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Floor and Painting Project at BHS Building G Project 807.1201. Bids were opened on May 7, 2012 at 2:00pm, and the following 8 bids were received and deemed qualified:

CONTRACTOR	BASE BID	Allowance 1 Unit Cost		Allowance #2 Unit Cost X 10,000 Additional		Allowance #3 Unit Cost X 12,000 Additional		BASE Plus Additional Allowance 2&3
AM Woo Const	\$567,500	\$18.00	\$0.00	\$3.20	\$32,000	\$1.50	\$18,000	\$617,500
Seven Isl Painting	\$593,000	\$7.00	\$0.00	\$6.00	\$60,000	\$2.00	\$24,000	\$677,000
EVRA Const	\$695,000	\$14.00	\$0.00	\$3.00	\$30,000	\$1.10	\$13,200	\$738,200
TPA Construction	\$787,000	\$8.00	\$0.00	\$3.50	\$35,000	\$1.30	\$15,600	\$837,600
Color New Co	\$841,500	\$18.00	\$0.00	\$6.00	\$60,000	\$1.50	\$18,000	\$919,500
Rodan Builders	\$936,000	\$28.00	\$0.00	\$6.00	\$60,000	\$1.40	\$16,800	\$1,012,800
T&M Painting	\$960,000	\$30.00	\$0.00	\$3.30	\$33,000	\$1.40	\$16,800	\$1,009,800
Fix Painting	\$992,250	\$70.00	\$0.00	\$6.00	\$60,000	\$1.25	\$15,000	\$1,067,250

**WHEREAS**, AM Woo Construction is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 807.1201 documents;

**NOW, THEREFORE, BE IT RESOLVED** that the bid of AM Woo Construction, for the Base Bid and Additional Allowances #2 through #3 in the total amount of \$617,500 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this 23<sup>rd</sup> day of May, 2012.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Beatriz Leyva-Cutler  
Clerk, Board of Education  
Berkeley Unified School District

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Approve a Contract With Engineered Products to Replace the Girls Lockers at King and Willard

### **BACKGROUND INFORMATION**

On April 11, 2012, the Board approved the advertisement of a project to replace the girls' lockers at King and Willard. Two bids were received on May 11, 2012. All bidders are qualified. We are recommending award to the low bidder.

The project is under the initial estimate of \$200,000. Prices were lower primarily because the cost to supply the lockers was less than we had been led to believe.

### **DISTRICT GOAL**

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

### **POLICY/CODE**

Public Contract Code 20110 – 20118.

### **FISCAL IMPACT**

Cost to be paid from Measure AA Funds.

### **STAFF RECOMMENDATION**

Approve Engineered Products to replace the girls' lockers at two sites in the amount of \$103,706.

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** William Huyett, Superintendent  
**FROM:** Delia Ruiz, Assistant Superintendent for Human Resources  
**DATE:** May 23, 2012  
**SUBJECT:** Appointment of Personnel Commissioner – Union’s Nominee

## BACKGROUND INFORMATION

Per Education Code section 45245, one member of the personnel commission shall be appointed by the governing board of the district and one member, nominated by the classified employees of the district, shall be appointed by the governing board of the district. Those two members shall, in turn, appoint the third member. As used in this section, "classified employees" shall mean an exclusive representative who represents the largest number of non-certificated employees in a unit or units within the district.

Presently, the Berkeley Unified School District has the following Commissioners:

Dan Lee: Board-Appointed:  
December 1, 2010 to 11:59am, December 1 2013

Vacant: BCCE-Nominated  
June 7, 2012 to 11:59am, December 1 2014

Ann Aoyagi: Joint Appointee  
December 1, 2009 – 11:59am, December 2012

Attached is the BCCE’s correspondence nominating **Mr. Timothy Carter** to fill the union’s vacancy on the Personnel Commission.

## DISTRICT GOAL

None

## POLICY/CODE

Education Code Sections 45245, 45246, 45247 and 45248 and 45249

## FISCAL IMPACT

None

## STAFF RECOMMENDATION

Accept the nomination and appoint the union’s recommended candidate.



**BERKELEY COUNCIL OF CLASSIFIED EMPLOYEES**  
**AFT Local 6192, AFL-CIO**  
2530 San Pablo Avenue, Suite A, Berkeley, CA 94702  
Phone: (510) 540-5002 / Fax (510) 549-2308

May 3, 2012

**Sent via Facsimile and Intra-district Mail**

William Huyett, Superintendent  
Berkeley Unified School District  
2134 Martin Luther King Jr. Way  
Berkeley, CA 94704

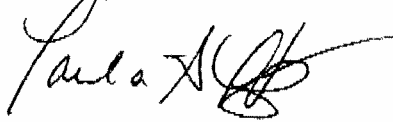
**RE: Timothy Carter – Appointment to Personnel Commission**

Dear Superintendent Huyett:

I am pleased to inform you that as the classified Union representing the largest number of classified employees, BCCE is forwarding the name of Timothy Carter to fill the Union's vacancy on the Personnel Commission. Mr. Carter is a Berkeley resident and a registered voter whose children attend Berkeley public schools (BAM, King MS and Jefferson). Carter is an Allstate Insurance agent who has offered insurance services to many local families since 1999.

Please include this letter in the next Board packet. Mr. Carter will serve as the Union's appointed commissioner starting June 7 to end on December 1, 2014. We anticipate that Mr. Carter will be sworn in on June 7, 2011 and we hope that Randy Perez, Secretary to the Personnel Commission will assist him with processing the necessary documents to assist the Board with its ministerial duty to appointment him on June 7, 2012.

Cordially,

  
Paula A. Phillips, President

cc: Timothy Carter  
Angela Long, Business Agent, Local 21  
Randy Perez, Secretary to the Personnel Commission

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** May 23, 2012  
**SUBJECT:** Approval of the 2012-13 Consolidated Application for Funding Categorical Aid Programs

## **BACKGROUND INFORMATION**

The Consolidated Application (ConApp) is submitted annually to the California Department of Education to request funding for categorically funded programs. Historically, there were two parts to the ConApp with Part I submitted in June and Part II submitted in January. This year the CDE has changed the application process and how information is reported to the state. The current application requires the submission of fiscal categorical program funding allocations and expenditure reports at the district level and the site level. The new ConApp will be submitted on-line three times per year: Spring, Fall, and Winter, with each submission requiring a different set of data and reports.

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

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

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

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

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

Copies of the Consolidated Application (Spring) have been provided under separate cover, and a copy is available in the Superintendent's Conference Room for the public.

## **DISTRICT GOAL**

V. Resources

## **POLICY/CODE**

Education Code Section 64000-64001

## **FISCAL IMPACT**

Approximately \$1,997,545 in categorical funding



**STAFF RECOMMENDATION**

Approve the Consolidated Application for Categorical Aid Programs.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services and  
Suzanne McCulloch, Visual & Performing Arts Coordinator  
**DATE:** May 23, 2012  
**SUBJECT:** Recommendation for expenditure of funds from the *Berkeley Public Schools Educational Excellence Act of 2006* for the Visual and Performing Arts (VAPA) Programs in 2012-13

### **BACKGROUND INFORMATION:**

The Berkeley Public Schools Educational Excellence Act of 2006 allocates 6.25% of the available revenues annually to:

*Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs. (Section 3.B.ii.b)*

The following recommendation for the expenditure of BSEP funds for Music and Visual and Performing Arts in FY 2012-13 was presented to the BSEP Planning and Oversight Committee on May 1<sup>st</sup>, and was adopted by the Committee on May 15, 2012. This recommendation will continue the grades 4-8 instrumental and choral music program and also support arts instruction and professional development in arts integration in the elementary and middle schools.

### **BUDGET RECOMMENDATIONS FOR FY 2012-2013**

#### **Music Program Staffing**

**\$1,225,700**

In the 2012-13 school year, third grade students will continue to receive music instruction once each week during release time. The instructional focus for third grade is on ear training, rhythm and note reading using Orff pitched percussion instruments, recorders, and the voice. The cost of the 3<sup>rd</sup> grade program (1.44 FTE) is paid by the General Fund.

Music instruction for all 4<sup>th</sup> and 5<sup>th</sup> grade students is provided by the VAPA budget, twice per week (during two of the five release periods of their classroom teachers). Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), world music (percussion, ukuleles, guitars)—by scheduling three music teachers for the prep period of every two classroom teachers (4.04 FTE). Several additional music teachers may be

assigned for 4<sup>th</sup> and 5<sup>th</sup> grades as needed, to provide an optimal learning environment and to allow for grade level groupings where there are combination classes. (The total number of classes for the 2012-13 school year may need to be altered when school opens based on variances in enrollment.)

Enrollment in music classes at the middle schools continues to grow. In 2011-12 over 700 students chose one of the following: 6<sup>th</sup> Grade Band, 7<sup>th</sup>-8<sup>th</sup> grade Band, two levels of Orchestra, Chorus, and the Academy of Choral Arts and Modern Music (ACAAM, Longfellow). Classes are held five days a week, usually during zero period. Jazz Band is an after school elective four days a week at the middle schools. Modern Music meets one day a week at King. Total middle school FTE for Music is 3.32.

In 2012-13 there will continue to be two Orchestras and three bands at zero period at King to accommodate the large number of students who have signed up for music. Jazz Band will continue at the three middle schools. Thirty-five per cent (35%) of middle school students participate in music.

The total Music Staffing is:

- Music Teachers, grades 4-8, 11.40 FTE
- District Program Supervisor, 1.0 FTE
- Music Library Technician, 1.0 FTE
- Music Tutors and Instructional Specialists for middle school sectionals (hourly) 2 Instructional Specialists and 4 Tutors = approx. \$7,000 Hourly
- Substitutes for Cazadero, Berkeley Symphony and other events = approx \$6,000

Total cost of Music Staffing = \$1,225,700

- 12.40 FTE Certificated staff
- 1.0 FTE Classified staff
- Hourly support

### **Performing Arts Teachers for the Middle Schools**

**\$25,000**

The recommendation is for VAPA funds to continue to support performing arts courses in Dance and Jazz at the three middle schools. In 2011-12, the following after school classes were provided: King - Dance Production; Longfellow - Jazz Band; Willard - Jazz Band.

In addition, it is expected that funding from the BSEP Expanded Course Offerings (ECO) budget will continue to support middle school performing arts in 2012-13. In 2011-12 ECO funds provided .40 FTE for King, and .20 FTE each for Longfellow and Willard. Using these funds, King's drama, music,

and dance production teachers collaborated on a production of *The Odyssey*. Willard continued an after school drama production class and Longfellow offered a zero period Modern Music class.

**Instruments and VAPA Instructional Materials** **\$92,900**

The recommendation is to continue to support the music program by providing musical instruments to all 4-8 music students. Berkeley is one of the few California school districts that is able to loan instruments so that students of all financial levels have equal access to the program. In addition, students are supplied with music method books and workbooks, recorders, reeds, strings, all instrument accessories and sheet music, and classrooms are outfitted with music stands, music carts and music storage units. Instruments are repaired as needed and new ones purchased to replace those that are beyond repair.

The music library collection will continue to be expanded in 2012-13, to help students develop as musicians. As the number of students enrolled in music classes continues to grow at the middle schools so does the need for additional instruments, repairs and instructional materials. As the students become more proficient, more sophisticated instruments must be provided. Also included in this category is \$2,000 per middle school for drama production materials.

**Professional Development & Arts Anchor Schools** **\$87,500**

The recommendation is for VAPA funds to continue to provide professional development in the area of the arts to K-8 classroom teachers, via the elementary Arts Anchor school program. The Arts Anchor program utilizes modeling and coaching to encourage classroom teachers to integrate the arts into their curriculum. Teachers at the Arts Anchor schools design the professional development focus as a team and work with an arts provider (e.g. Museum of Children's Art--MOCHA) or a certificated arts teacher to plan integrated arts lessons. The teaching-artist or certificated teacher models classroom teaching of the art form and coaches the classroom teachers in teaching and integrating the art form (dance, theater, visual arts, or music). Teams meet regularly as a group and with the arts provider to discuss and refine integrated curriculum with the goal of deeper learning and understanding for all students, as well as greater teaching proficiency of the teachers.

In 2012-13 eight K-5 and one middle school plan to participate in the Arts Anchor program. (One additional K-5 school may join in.) Principals and teachers report a new level of confidence among classroom teachers in undertaking arts integration on their own. Classroom teachers eagerly choose curriculum and an art focus for the year. Dance and class plays have become

“something we do at this school” and student displays throughout the school express the “student as artist” vision.

For the 22 BUSD arts teachers (K-8 visual arts and dance teachers and the K-12 music teachers), the recommendation is to continue to provide professional development on district wide staff development days. In 2011-2012 music teachers participated in workshops with Pamela Harrison-Small (Cultural Competency) and Bruce Munson (using Sibelius music editing software). Visual arts teachers participated in workshops by Tana Johnson and Lynn Zamarra from the Integrated Learning Specialist Program. Dance teachers shared curriculum and arts integration strategies. Music teachers had the opportunity to enroll in summer Orff certification courses. Similar staff development workshops are scheduled for 2012-13.

**Festival Participation; Mileage for Music Teachers** **\$8,000**

Middle school teachers understand the tremendous educational opportunity provided by participation in local chorus, band and orchestra festivals. Students play for adjudicators who give the chorus, band or orchestra a score with comments. In addition, guest conductors work with the ensembles in clinics. The registration fees are covered and teachers raise funds for the buses to transport students.

All of the elementary and middle school teachers travel between three or four schools a day and five to seven schools during the course of the week, and are entitled to reimbursement.

**Making Learning Visible** **\$6,550**

As a partner in the Alameda County Office of Education ALLIANCE for Arts Learning Leadership, BUSD participates in March IS Art Education Month each year with a variety of special events. VAPA monies support the Performing Arts Showcase, the Youth Arts Exhibition and the Arts Bus, presenting the talents and accomplishments for our students. The Youth Arts Exhibition at the Berkeley Art Center takes place in alternate years; the next one is scheduled for March 2013.

As in 2011-12, in early 2013, several busloads of Berkeley High School performing arts students will travel to the three middle schools, to present a 50 minute sampler of the dance, drama, vocal and instrumental music opportunities at Berkeley High School to the eighth grade students, who will soon be registering for their ninth grade classes at BHS. Experiencing the many options available for participation in the arts at the BHS supports students in their transition from middle school to high school.

Each March, as a component of March IS Arts Education Month, the VAPA Department presents the Performing Arts Showcase, an afternoon of grades 5-

12 music at the Berkeley Community Theater. In March of 2012 over 600 students participated in Chorus, Orchestra, Band and Jazz ensembles by grade level. An enthusiastic audience of over 2,500 cheered the student musicians. Teachers are paid hourly for weekend rehearsal and performance time.

**Collaborative Partnerships and Additional Support** **\$10,400**

This VAPA budget includes \$10,000 to support the Berkeley Symphony Orchestra program at the eleven K-5 schools and \$400 to support Cal Performances in the classroom workshops. BUSD is fortunate to have the support of strong local arts organizations with which there are ongoing partnerships to provide opportunities for our students. As in past years, it is expected that in 2012-13 BUSD elementary schools will take part in the educational program conducted by the Berkeley Symphony Orchestra (BSO), which involves the Symphony visiting the schools in the fall to present a *Meet the Symphony* concert, BSO musicians visiting K-5 classrooms, and *I Am a Performer* concerts at many schools.

As in past years, in 2012-13 5<sup>th</sup> graders and middle school students will be able to attend Cazadero Performing Arts Camp for a “Jumpstart” retreat. Teachers will also be able to attend workshops and have guest artists visit their classes in conjunction with “School Time Performances” at Cal Performances.

**Additional Support for Arts Programs in BUSD**

The Berkeley Public Education Foundation (BPEF) traditionally supports a number of arts projects proposed by individual teachers at all grade levels. School Governance Councils also have funded arts teachers and projects at several schools, and most school PTAs have provided arts funding. BPEF contributes \$15,000 per year to the Berkeley Symphony Music in the Schools program and \$1500 a year toward scholarships for students participating in the Cazadero Jumpstart retreats.

All eleven of the elementary schools provide arts teaching to students beyond the district wide music program. In 2011-12, four elementary schools used their first and/or second grades release time for music instruction and two of those elementary schools provided music for their Kindergarten students. Four elementary schools had part time certificated visual arts teachers and one school had a classified visual arts teacher. Two elementary schools had a certificated dance teacher and two elementary schools employ a classified dance teacher. One of those schools also employs a classified drama teacher.

As previously mentioned, in the odd years the Berkeley Art Center sponsors the Youth Art Exhibition. K-8 student drawings, paintings and sculpture are

displayed during March IS Art Education month at no cost to the district. The KALA Institute annually hosts a show of artwork created by Berkeley High School students.

Cal Performances at Zellerbach Hall, a partner with BUSD in the J F. Kennedy Performing Arts Center in Washington DC, Partners in Education Program, sponsors workshops for teachers connected with SchoolTime performances at Zellerbach. Participating teachers may arrange to have the workshop teaching artist(s) visit their classrooms. Cal Performances provides for reduced ticket prices to main stage performances for middle and high school students and arranges clinics with visiting artists. Students and teachers are looking forward to seeing Gustavo Dudamel conduct the Simon Bolivar Symphony Orchestra of Venezuela in November and interacting with some of the young musicians in La Sistema.

The Music Connection (TMC) is a University of California at Berkeley student club, formed in 2006 to provide tutors for BUSD music classes during and after school. During the music release classes TMC students assist the music teachers by working with individuals and small groups of students on technique and as chamber groups. After school 85 TMC volunteers are working at the eleven elementary schools and the three middle schools offering individual lessons, small ensemble work and music theory. In addition, TMC arranges Cal Band and Orchestra Nights for the fifth graders and middle school students, where students participate in the rehearsal playing music at a comfortable level. TMC raises all necessary funds. Parents and students alike have been thrilled with the musical progress students have made while participating in TMC classes. The Music Connection was recognized with an award for their work in Berkeley Unified in April 2012 by the Chancellor of UC Berkeley.

## Budget Summary

<b>BSEP Allocation for FY 2012-13</b>	1,460,613
Projected 2011-12 Carryover	335,000
<b>Total BSEP Resources</b>	<b>1,795,613</b>
<b>Projected Expenditures</b>	
Music Teacher, Admin & Clerical Staffing	812,600
Music Teacher transfer for GF Release Time	400,100
Other Salary Expense (Tutors and Subs)	13,000
Middle School Performing Arts	25,000
Instruments & Instructional Materials	92,900
Professional Development	87,500
Teacher Travel/Mileage Reimbursements	8,000
Performing Arts Showcase, Arts Bus	6,550
Collaborative Partnerships	10,400
Reserve for Personnel Variance	25,000
Indirect Cost of 6.39%	94,600
<b>Total Expenditures</b>	<b>1,575,650</b>
<b>Revenue and Carryover Less Expenditures</b>	<b>219,963</b>

### **POLICY/CODE**

*Berkeley Public Schools Educational Excellence Act of 2006 (Measure A)*  
Section 3Bii(b)

### **DISTRICT GOAL**

II-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.

### **FISCAL IMPACT**

Projected expenditures of \$1,575,650 from the BSEP funds for Music and Visual and Performing Arts.

### **STAFF RECOMMENDATION**

Approve the recommendation for the expenditure of BSEP VAPA funds in FY 2012-13.



**2012/13 Proposed Budget  
Music and VAPA**

	<b>FTE</b>	<b>11.68</b>	<b>11.16</b>	<b>13.04</b>	<b>13.40</b>
	<b>Audited Actuals FY 09/10</b>	<b>Audited Actuals FY 10/11</b>	<b>Budget FY 11/12</b>	<b>Proposed Budget FY 12/13</b>	
<b>REVENUE</b>					
Revenue	1,384,737	1,405,000	1,418,656	1,460,613	
<b>BSEP Contribution to GF</b>	<b>(332,712)</b>	<b>(341,305)</b>	<b>(342,783)</b>	<b>(400,100)</b>	
<b>Net Revenue</b>	<b>1,052,025</b>	<b>1,063,695</b>	<b>1,075,873</b>	<b>1,060,513</b>	
<b>EXPENDITURES</b>					
Certificated Salaries (Inc. Administrative)	490,466	555,208	612,135	618,700	
Classified Salaries	43,775	46,146	48,685	41,600	
Employee Benefits	147,690	168,387	204,939	208,800	
Hourly/Extra Duty	10,192	13,362	21,078	19,200	
Books, Supplies and Equipment	96,338	173,761	94,074	65,000	
Arts Anchor Grants				49,000	
Contracted Services	67,211	104,391	111,528	53,200	
Reserve for Personnel Variance			19,417	25,000	
Indirect Cost	70,277	86,837	97,561	94,610	
<b>TOTAL EXPENDITURES</b>	<b>925,949</b>	<b>1,148,092</b>	<b>1,209,417</b>	<b>1,175,110</b>	
<b>NET INCREASE (DECREASE)</b>	<b>126,076</b>	<b>(84,397)</b>	<b>(133,544)</b>	<b>(114,597)</b>	
<b>FUND BALANCE ANALYSIS</b>					
Beginning Fund Balance, July	389,185	515,261	430,864	297,320	
Net Increase (Decrease) in Fund Balance	126,076	(84,397)	(133,544)	(114,597)	
Ending Fund Balance, June 30	515,261	430,864	297,320	182,723	

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent for Educational Services  
**DATE:** May 23, 2012  
**SUBJECT:** Recommendation for Expenditures in 2012-13 from the Professional Development portion of *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP)

## **BACKGROUND INFORMATION:**

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

With that in mind, the BSEP Act specifies funds for these purposes:

*Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:*

- ***providing professional development for the District's teachers and staff,***
- *assessing the effectiveness of the District's educational programs for improving student achievement, and*
- *providing and maintaining computers and technology in schools.*

## **PROFESSIONAL DEVELOPMENT**

The following strategic directions and targeted content for professional development were identified six years ago and continue to guide the district.

### Strategic Directions:

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

### Targeted Content District-Wide:

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

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

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

This recommendation for the expenditure of BSEP funds for Professional Development in FY 2012-13 was presented to the BSEP Planning and Oversight Committee on April 24<sup>th</sup> and adopted by the Committee on May 1, 2012.

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

<b>Professional Development Personnel</b>	<b>Cost</b>
Literacy Lead Coach .40 FTE total	<b>\$ 43,000</b>
Elementary Literacy Coaches 2.75 FTE (.25 FTE x 11 schools)	<b>263,200</b>
Middle School Literacy Coach .40 FTE total	<b>37,400</b>
Mathematics Coaches .90 FTE (out of 2.0 FTE)	<b>85,500</b>
BHS Professional Development Leaders 1.2 FTE (6 x .20 FTE)	<b>110,000</b>
Coaches to Support K-12 English Learners .7 FTE (out of 2.4 FTE)	<b>67,000</b>
Instructional Technology TSA .35 FTE (out of 1.0 FTE)	<b>34,500</b>
Supervisor of Family Engagement and Equity .50 FTE (out of 1.0 FTE)	<b>48,000</b>
ULSS/RtI Behavior Specialist .40 FTE (out of 1.0 FTE)	<b>36,400</b>
Coordinator of Professional Development .5 FTE (out of 1.0 FTE)	<b>57,200</b>
<b>Professional Development Initiatives</b>	<b>Cost</b>
Teacher Initiated Professional Development (TIP)	<b>50,000</b>
Teacher Leader Stipends for ELD, ELA, Math and Equity	<b>80,200</b>
Specialized Workshops for Secondary Teachers (IB, AP, AVID, AIM)	<b>30,000</b>
<b>TOTAL</b>	<b>\$942,400</b>

**Literacy Lead Coach - .40 FTE** **\$43,000**

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

**Elementary Literacy Coaches** – 2.75 FTE (.25 x 11 sites) **\$263,200**

For the past several years each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. In 2011-12 the coaches have continued to support teachers in implementing the Teachers College Reading and Writing Project, the district's elementary school English Language Arts program. In the recommended BSEP budget, the District will continue to support the sites in funding these positions using BSEP Class Size Reduction Program Support funds as well as BSEP Professional Development funds.

**Middle School Literacy Coach** - .40 FTE **\$37,400**

The District's data show that there are middle school students who have not yet demonstrated proficiency in reading and writing. The recommendation is for BSEP to continue to fund a 0.4 TSA to work with middle school teachers to improve instruction and assessment in both reading and writing. A lead teacher at each site will work directly with this TSA.

**Math Coaches** - .90 FTE (out of 2.0 FTE) **\$85,500**

The District has provided coaching at the elementary schools to support the implementation of *Everyday Math* and has identified a full-time classroom teacher at each site to serve as a math teacher leader. A full time elementary school coach would continue to support teachers by facilitating workshops to deepen teachers' content knowledge, providing feedback to teachers based on classroom observations, guiding teachers in the use of assessments, and reinforcing the standards that are essential to student success in middle and high school math. The district also plans to fund a full time math coach for the secondary schools next year based on the elementary school model. The recommendation is for BSEP to continue to support math instruction by funding .90 FTE of two full-time math coaches.

**BHS Professional Development Leaders** -1.2 FTE (6 @ .20 FTE) **\$110,000**

Berkeley High School will continue to focus its professional development efforts on Faculty Study Groups, in which teacher teams from the small schools, the smaller learning communities (Academic Choice and Berkeley International High School) and the departments will participate in a collaborative structure, such as lesson study, literature study or action research, to improve instructional practices and student performance. Every member of the BHS faculty is a member of a study group. The recommendation is for BSEP to fund six teacher instructional leaders at .20 each for a total of 1.2 FTE for this effort. These positions are consistent with the goals of the high school as outlined in the WASC Report.

**Coaches to Support English Learners** - .70 FTE (out of 2.4) **\$67,000**

There are more than 1,200 K-12 English Learners in the district in three different programs: Two-Way Immersion at Cragmont, LeConte, Rosa Parks, and Longfellow; Bilingual classes (K-3) at Thousand Oaks; and Specially

Designed Academic Instruction in English (SDAIE) which can be done in all subjects at all grade levels. In all of these programs, teachers are responsible to provide instruction in English Language Development (ELD) to English Learners at the students' levels. ELD is the study of the structures and patterns of English; it is not English Language Arts. The EL Coaches, who will be funded primarily from federal funds targeted to English Learners, will lead workshops for teachers and classroom coaching to guide them in using best practices to teach students who are learning English. There will be two full-time coaches - one for the secondary schools (grades 6-12) and another for the elementary schools - as well as a part-time coach who will provide additional support for the K-5 TWI and Bilingual programs. The recommendation is for the BSEP Professional Development fund to support .70 FTE of these positions.

**Instructional Technology Teacher on Special Assignment (TSA) \$34,500**  
.35 FTE (out of 1.0)

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

**Supervisor, Family Engagement and Equity \$48,000**  
.50 FTE (out of 1.0)

This will be a new position for the district with the goal of increasing family engagement and ensuring educational equity to enhance student achievement. This position will provide guidance and support in developing and implementing culturally responsive teaching and classroom management strategies to engage more students in learning the curriculum. The position will work with staff to ensure that each school's climate brings out the best in every student and that our schools are welcoming to all. Many teachers have participated in Sharroky Hollie's workshops, Guided Language Acquisition Design (GLAD) training, and recent workshops on Equity and Ethnicity, facilitated by the district's Supervisor of Culturally and Linguistically Responsive Systems, all of which have been found to be useful. This position will be responsible to build upon these efforts. The recommendation is to fund .50 FTE of this position next year through BSEP.

**Universal Learning Support System (ULSS)/Response to Intervention [RtI] Behavior Specialist - .40 FTE (out of 1.0) \$36,400**

ULSS/RtI is intended to identify and serve students who need additional support in order to succeed academically, behaviorally and socially. The district is proposing to hire 2.5 FTE positions to support staff in improving the effectiveness of the program throughout the district: 1) a full-time and a half-time Teacher on Special Assignment (1.50 FTE) would provide professional development for teachers to strengthen the academic intervention components in the classroom; and 2) a behavior specialist (1.0 FTE), who is also a school psychologist, would work with teachers at sites to develop strategies to engage students with challenging behavior and/or emotional issues in learning. ULSS/RtI is a high priority for the district, as the coordination of immediate and appropriate interventions for identified students has the potential to reduce the achievement gap in our schools. The recommendation is for BSEP to fund .40 FTE of the Behavior Specialist.

**Coordinator of Professional Development-.50 FTE (out of 1.0 FTE)-\$57,200**

The position is responsible to ensure that the professional development outlined in this proposal will be well-organized and provided as outlined. The position will be funded from a variety of resources, including .50 FTE from BSEP Professional Development funds, to support the coordination of the district's professional development efforts.

**Teacher Initiated Professional Development \$50,000**

These funds provide money for substitutes and hourly pay to give teachers the opportunity to focus on areas of professional growth that they have identified as meaningful to them. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap; topics might include the implementation of Response to Intervention or Positive Behavior and Intervention System, assessing reading and writing skills, culturally responsive teaching, and teaching English Language Development in a diverse class. Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. The recommendation is for BSEP to continue to fund this effort.

**Stipends for Teacher Leaders \$80,200**

Teacher Leaders help move forward various curriculum initiatives in the schools, such as *Everyday Math* in K-5 and improved performance in Algebra in the middle schools. The Teacher Leaders in math and English language arts participate in workshops with district staff and then facilitate similar workshops at their sites. There will be K-5 Teacher Leaders focused on ELD next year, and the district is also proposing to identify Teacher Leaders for Equity, a group who will participate in biweekly workshops with the Supervisor of Family Engagement and Equity and serve as leaders at their sites on this key issue for the district. The recommendation is to continue

funding the stipends for Teacher Leaders – approximately \$1,700 per teacher per year plus benefits for 40 teachers.

**Specialized Workshops for Secondary Teachers** **\$30,000**

Specialized training is required for certain programs at the high school and middle school levels. (1) High school teachers prepare to teach Advanced Placement and International Baccalaureate courses by enrolling in week-long subject-specific workshops. (2) Middle and high school teachers attend the workshops in Advancement Via Individual Determination (AVID) in order to learn the AVID curriculum and their role to facilitate the academic success of the students in the AVID program. AVID is designed to increase the number of students who enroll in a four-year college. (3) The world language teaching methodology known as Accelerative Integrated Method (AIM) uses gestures, music, dance and theater to help students learn. The basic premise of AIM is that students learn and remember more when they do something that goes along with the words they are saying. Teachers have found great success with this integrative approach to language learning and have requested this training. This fund would pay for conference registration and travel expenses for participating teachers.

<b>BSEP Professional Development</b>	<b>\$ 757,200</b>
<b>Allocation for FY 2013</b>	
<b>FY 12 Unallocated Balance</b>	<b>253,600</b>
<b>TOTAL AVAILABLE REVENUE</b>	<b>1,010,800</b>

**EXPENDITURES**

Professional Development Staff (8.1 FTE)	782,200
Stipends for Teacher Leaders	80,200
Teacher Initiated Professional Development	50,000
Specialized Workshops for Secondary Teachers	30,000
Indirect Cost @ 6.39%	60,200
<b>TOTAL EXPENDITURES</b>	<b>1,002,600</b>
<b>DIFFERENCE</b>	<b>8,200</b>

\*All budget figures rounded to the nearest hundred.

### **Carryover Funding Priorities**

Additional carryover is expected, and this will cover any variance in the cost of personnel. Priorities for additional Professional Development carryover funds have been identified and are listed below.

#### **Carryover Priorities**

Math Consortium at ACOE	12,000
Specialized Workshops for Secondary Teachers	35,000
Substitutes for Middle School Writing Scoring	15,000
ULSS/RtI Workshops	8,000
Culturally Responsive Teaching Workshops/Consultants	25,000
Welcoming Schools Training	10,000
Curriculum Workshops for New Teachers	10,000
Mentors for Voluntary PAR Referrals	10,000

**Total \$125,000**

**a. Math Consortium at ACOE \$12,000**

Alameda County Office of Education is sponsoring a series of workshops for district teams of administrators and teachers to develop a plan for the transition to the new common core standards in math. The workshops will be led by David Foster, a well-respected math consultant, who will help us identify the key standards required for mastery to enable students to continue to progress successfully in math. Funds will pay for registration as well as substitutes and teacher hourly for math teachers to attend the workshops and do follow-up work.

**b. Specialized Workshops for Secondary Teachers \$35,000**

Additional funding will enable more middle and high school teachers to enroll in the workshops outlined above: Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), and Accelerative Integrated Method (AIM). This fund would pay for conference registration and travel expenses for participating teachers.

**c. Substitutes for Middle School Writing Scoring \$15,000**

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

**d. ULSS/RtI Workshops \$8,000**

Workshops focused on ULSS/RtI for teams of teachers and administrators will further the district's efforts to implement this model.



These workshops will address both the academic and behavioral aspects of ULSS/RtI. Funds will pay the costs of the facilitators as well as substitutes for participants.

**e. Culturally Responsive Teaching Workshops & Consultants \$25,000**

Culturally Responsive Teaching workshops and coaching by outside consultants, such as Dr. Sharroky Hollie, have helped teachers learn strategies to engage our African-American students in learning more effectively. This fund would enable staff to attend relevant workshops and engage consultants who would work in conjunction with the District staff members who are leading this initiative in BUSD.

**f. Welcoming Schools Training \$10,000**

The Welcoming Schools curriculum has been implemented at all elementary schools, and training for teachers new to Berkeley is essential to ensure that all students are taught these lessons. The district has also contracted with Our Family Coalition to provide additional training for an elementary teacher from each elementary school to serve as a resource for her/his colleagues. This fund would pay for the cost of the facilitators, substitutes and teacher hourly.

**g. Curriculum Workshops for New Teachers \$10,000**

Elementary School Teachers new to Berkeley need guidance and support to learn and implement the Teacher College Reading and Writing Project and *Everyday Math* curricula. This fund would pay for prep time for mentor teachers and workshop facilitators as well as substitutes and teacher hourly for participants.

**h. Mentors for Voluntary PAR Referrals \$10,000**

The cost of mentors for teachers who request them can be a strategic investment for the district and have a positive impact on teaching and learning.

**DISTRICT GOAL**

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

**POLICY/CODE**

*Berkeley Public Schools Educational Excellence Act of 2006, Section 3C*

**FISCAL IMPACT**

Projected expenditures of \$1,002,600 from the BSEP funds for Professional Development, from the BSEP Professional Development, Program Evaluation, and Technology Fund, and up to \$125,000 of monies carried over from FY 2011-12.

**STAFF RECOMMENDATION**

Approve the recommendation for the expenditure of BSEP funds for Professional Development in FY 2012-13.

### BSEP Professional Development Program – FY 11 through FY 13

Positions & Activities	Grade Level	2010-11	2011-12	2012-13 (proposed)	Comments
<b>Proposed for BSEP Professional Development Funding in 2012-13</b>					
Literacy Lead Coach	K-5	0.40 total	0.40 total	0.40 total	
Elementary Literacy Coaches	K-5	1.1 (.10 x 11 sites)	2.75 (.25 x 11 sites)	2.75 (.25 x 11 sites)	.30 add'l/site from BSEP CSR
Middle School Literacy Coach	6-8	0.40 total	0.40 total	0.40 total	
Math Coaches	K-12 in FY 13 K-5 in FY 12 K-8 in FY 11	1.0	.85 (out of 1.0)	.90 (out of 2.0)	
BHS Professional Development Leaders	BHS	1.0 (5 @ .20 each)	1.0 (5 @ .20 each)	1.2 (6 @ .20 each)	
Coaches to Support K-12 English Learners	K-12	N/A	.60 (out of 1.5)	.70 (out of 2.4)	
Instructional Technology TSA	K-12	1.0	.35 (out of 1.0)	.35 (out of 1.0)	
Supervisor of Family Engagement & Equity	K-12	N/A	N/A	.50 (out of 1.0)	New position in FY 13
Teacher Leader Stipends - ELD, ELA, Math, Equity	K-12	\$1,700+ x 30 tchrs	\$1,700+ x 30 tchrs	\$1,700+ x 40 tchrs	ELD & Equity are new in FY 13
ULSS/RtI TSA and/or Behavior Specialist	K-8	0.40 total	.30 (out of 1.0)	.40 (out of 2.5)	ULSS Coordinator in FY 10
Teacher-Initiated Professional Development (TIP)	K-12	\$50,000	\$50,000	\$50,000	
Coordinator of Professional Development	pre-K-12	.50 (out of 1.0)	.20 (out of 1.0)	.50 (out of 1.0)	

#### Priorities for Projected FY 12 Carryover Funding

Math Consortium @ ACOE	K-12	N/A	N/A	12,000	
Specialized Workshops for Secondary Teachers	6-12	35,000	35,000	65,000	
Substitutes for Middle School Writing Scoring	6-8	15,000	15,000	15,000	
ULSS/RtI Workshops	K-8		12,000	8,000	
Culturally Responsive Teaching Workshops/Consultants	K-12	30,000	30,000	25,000	
Welcoming Schools Training	K-12	N/A	N/A	10,000	
TCWRP Workshops	K-12	100,000	N/A	10,000	for new teachers in FY 13
Mentors for Voluntary PAR Referrals	K-12	10,000	10,000	10,000	

Positions & Activities	Grade Level	2010-11	2011-12	2012-13 (proposed)	Comments
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**Previously Funded by BSEP Professional Development Funds**

TSA for Improving Instruction Using Data	K-12	.80 Total	.80 Total	-0- (out of 1.0)	To Eval budget in FY 13
Supervisor/Support for Culturally Responsive Teaching & Systems	K-12	.80	.55 (out of 1.0)	-0-	Position to be terminated in FY 13
Math Consultant & Related Costs @ BHS	9-12	15,000	18,000	N/A	
TSA for New Teacher Support @ BHS	9-12	0.20	N/A	N/A	
Tools of the Mind Support	Pre-K	57,000	N/A	N/A	
GATE Workshops in Differentiated Instruction	K-5	15,000	N/A	N/A	
Math Workshops	K-8	15,000	N/A	N/A	Everyday Math curriculum

## **Professional Development for 2012-13 aligned to District Goals**

- I. Curriculum & Instruction:** Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
- Professional Development Coordinator - 1.0 FTE (.50 FTE BSEP)
  - Six TSA Professional Development Leaders at BHS - .20 FTE each (BSEP)
  - BTSA/PAR TSA - .90 and Mentors to help new and struggling teachers
  - IB and AP training in various subjects for High School Teachers (BSEP)
  - Classes, Workshops and Coaches for Certificated Administrators
- 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.
- TSA - Pre-School .38 FTE
- 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.
- Full time Literacy Coach at every elementary school plus .50 FTE Lead Coach for district (2.75 FTE Lit Coaches and .40 FTE Lead from BSEP)
  - Teacher College Reading and Writing Project Workshops for K-5 Teachers (BSEP)
  - Middle School TSA ELA - .40 FTE and ELA Teacher Leaders at each middle school (BSEP)
  - Middle School Writing Scoring Workshops to Maintain District Writing Standards (BSEP)
  - Math Coaches - 2.0 FTE (1.0 for K-5 and 1.0 for 6-12) and Math Teacher Leaders at every K-8 school (.90 FTE and Teacher Stipends BSEP)
- 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.
- TSA for K-5 ELD - 1.4 FTE and ELD Teacher Leaders at every K-5 school (.20 FTE and Teacher Leader Stipends BSEP)
  - TSA for 6-12 ELD - 1.0 FTE (.50 BSEP)
- 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.
- TSA for Improving Instruction Using Data - 2.4 FTE (2.0 FTE BSEP Evaluation & Assessment)
  - TSA for Instructional Technology - 1.0 FTE (.35 FTE BSEP)

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

- Teacher Initiated Professional Development (which can also be used for other goals) (\$50,000 BSEP)
- Accelerative Integrative Method Workshops for World Language Teachers (BSEP)
- TSA - .20 to provide recertification for Reading Recovery teachers
- Weekly workshops for new cohort of teachers to be trained in Reading Recovery
- AVID Training for Secondary School Teachers to increase college entrance opportunities for targeted students (BSEP)

**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.

- Monthly Workshops for All Gardening and Cooking Staff
- Arts Anchor Workshops, Modeling and Coaching for K-5 Classroom Teachers (BSEP VAPA)
- Annual Conference and three all day workshops for Music Teachers

**B. ULSS / RtI<sup>2</sup>:** Implement academic, behavioral, and/or other intervention strategies through the Universal Learning Support System (ULSS) as soon as they are needed, as ULSS is the district's model of Response to Intervention and Instruction (RtI<sup>2</sup>).

- TSA 1.50 FTE for ULSS/RtI
- ULSS/RtI Workshops for Site Teams (BSEP)

**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.

- Behavioral Specialist 1.0 FTE (.40 FTE BSEP)
- Positive Behavior and Intervention System Workshops for Site Teams (BSEP)
- Welcoming Schools Workshops for K-5 Teachers and After School Staff (BSEP)

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

- See B and C above
- TSA - .20 to study the impact of RtI/ULSS on Special Education identification

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

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

- Supervisor of Family Engagement and Equity - 1.0 FTE and 10 Teacher Leaders (.50 FTE and Teacher Stipends BSEP)
- Coaches from National Equity Project to work with selected schools
- Workshops and Consultant to Support Culturally Responsive Teaching (BSEP)

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services and  
Debbi D'Angelo, Director, Berkeley Evaluation and Assessment  
**DATE:** May 23, 2012  
**SUBJECT:** Recommendation for Expenditures in 2012-13 from the Program  
Evaluation portion of the *Berkeley Public Schools Educational  
Excellence Act of 2006* (BSEP)

## **BACKGROUND INFORMATION:**

Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Critical to this process is the providing teachers and administrators with the tools to make effective instructional decisions based on student achievement and program evaluation data. Having program evaluation, student achievement and other necessary data available to allow those efforts to be focused on immediate needs within the district is essential, and technology serves as the tool by which teachers and administrators have immediate access to information that guides the teaching and learning process.

With that in mind, BSEP of 2006 specifies funds for these purposes:  
*Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:*

- *providing professional development for the District's teachers and staff,*
- ***assessing the effectiveness of the District's educational programs for improving student achievement, and***
- *providing and maintaining computers and technology in schools.*

## **PROGRAM EVALUATION**

### ***Overview***

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

1. Improve individual teachers' instruction and individual students' learning.



2. Improve the ability of School Governance Councils to make decisions about the effective use of site resources.
3. Improve the ability of the School Board, staff and the public to make informed decisions about the effectiveness of instructional programs in order to maximize the use of scarce resources.
4. Administer and oversee State mandated and District-wide assessments.
5. Develop and maintain a central data-warehouse to provide real-time web-based student information to staff-members with access to district indicator drillable to the site, classroom and student level.

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

With the identification of district indicators and the selection of a new data-warehouse / assessment system, *Illuminate*, BEA has developed a systematic professional development plan for sites that builds upon and supports the work of the BSEP funded professional development (PD) staff. BEA will use Collaborative Inquiry as the model for professional development to build the capacity of principals, teachers, and other staff as well as School Governance Council members to use data to inform teaching and learning with the district's priorities as a road-map. BEA will team with the PD staff to support the development of data systems that include: ULSS/RTI<sup>2</sup>, Positive Behavior and Intervention Systems, Family Engagement and Cultural Competency, *2020 Vision* Indicators, English Learner Master Plan targets and WASC goals.

### ***BEA Professional Development***

2012-2013 will have a systematic assessment / evaluation focus, beginning with lead teachers, BEA and PD staff training over the summer. The main objectives for staff (teachers, principals, inquiry teams) will be to:

- access *Illuminate* and understand their classroom and student profiles and how to navigate the system.
- create and analyze formative and summative assessments
- use the inquiry process to evaluate student learning through the rigorous use of data

BEA staff members will partner with the inquiry team leaders. These "Inquiry" Teams become vital centers of collaboration, meeting regularly to engage in data-driven dialogue, using multiple data sources, including common and formative assessments, to make critical, research-based instructional improvements and to monitor their impact. These improvements and ongoing monitoring of student learning are necessary steps to improve results for students.

Professional Development for teachers will include (but is not limited to):

- Train the Trainers – *Illuminate* and Inquiry
- Management Retreat – Data Dashboards
- Staff Retreat / Mtg. - System Introduction
- Collaboration Day(s) -Class, Student Profile
- Using *Illuminate* to inform: Student Needs, RTI2, PBS, Program
- Staff Development Day – Informed by Assessment
- Creating Targeted Formative Assessments aligned to Core Common Standards

*Elementary Team* -

- Aligning the Math Pacing Guide, Assessments and Report Card: Creation and Use of Assessments.

*Secondary Team* -

- Creation and Use of Common Assessments for ELA, Math, (Other Subjects TBD)

The Principal Professional Learning Community will include:

- Fall Data Review
- Using *Illuminate* as a Program Evaluation Tool
- Single School Plan / Indicators
- Planning for the “New” Assessment, Aligning the Core Common Standards to District Benchmarks, Assessment and the New Smarter Balanced Assessment

Stakeholder Professional Development will include:

- SGC, Board, P&O and 2020 Design Team
  - Using Data to Inform Program Effectiveness at the Site and District Level(s)
  - What the Data Tells Us about BUSD
- Research Symposium
- PTA / ELAC / 2020 Work-Groups
  - How to most effectively inform families on student achievement and other district indicators
  - Engaging parents in understanding the Response to Intervention Data Conference

All Focal Groups:

- “Drop-In” Sessions / Help Desk
- Target School Support – 1-2 Schools Per TSA / Director
  - Target Schools selected based on Program Improvement, Academic Need or Focal Area Need

The staffing model proposed to be funded by BSEP Program Evaluation funds in 2012-2013 is similar as that in the prior two years but evolving with the introduction of a new assessment system.

The following recommendation for the expenditure of BSEP funds for Program Evaluation in 2012-13 was presented to the BSEP Planning and Oversight Committee on April 24<sup>th</sup>, and was adopted by the Committee on May 15, 2012.

### **Budget for Program Evaluation**

- Director - 1.0 FTE, Certificated
- Teacher on Special Assignment – .8 FTE (out of 1.0 FTE)
- Teacher on Special Assignment – .7 FTE\* (out of 1.0 FTE)
- Teacher on Special Assignment – .4 FTE (.6 FTE in classroom)
- Teacher on Special Assignment – .2 FTE (.8 FTE in classroom)
- Data Technician - 1.0 FTE
- Clerical Staff - .50 FTE (out of 1.0 FTE)

\*Transferred from BSEP Professional Development Budget.

### **Director of Evaluation and Assessment (1.0 FTE)**

The Director of Evaluation and Assessment designs, implements, and oversees all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research/evaluation methodologies, instruments, data collection, data-warehouse / assessment system / dashboard design and implementation, data-integrity processes, and statistical analysis and interpretation. The Director works with principals, teachers, School Governance Councils, District Office staff, the School Board and the 2020 Vision Design Team to interpret student data and improve student learning. The Director serves as a liaison between the Technology Department and Educational Services to interpret the needs of Curriculum and Instruction into the programming and system software data-integrity, development and accessibility for teachers.

### **Teachers on Special Assignment (TSA) (2.1 FTE)**

These positions provide staff development and technical support to teachers, principals, and School Governance Council (SGC) members in how to use data and in determining appropriate actions based on these data. Staff development is provided primarily to certificated staff at the site and district level and consists of both group training sessions as well as individualized support. See the description above for more details.

With the introduction of a new data-warehouse / assessment system, the focus of the TSAs will be to provide structured technical assistance in the implementation of *Illuminate*, a software system for assessment data management, analysis, assessment creation and scan-based scoring. The

TSA's will also support teachers in understanding the use of PowerSchool, the Student Information System.

As described above, the support for sites will be structured and focused not only how to use the system technically but how to interpret the data to further inform instruction in the classroom, students' academic and social intervention needs and the effectiveness of programs. Along with district-wide projects such as District Assessments, TSA's will serve as the link between the site-based Inquiry leader and the district. TSA's will provide facilitation / support at the school sites both through bi-monthly Inquiry sessions as well as bi-weekly technical support sessions.

- ***Inquiry sessions*** will build upon each other as sites look at their achievement gaps and use the most current data to reflect upon teaching and learning. The sessions will focus the staff as a Professional Learning Community to ask these questions:
  - What is it we want ALL students to know? (Plan)
  - What instructional strategies target the needs and abilities within the classroom? What interventions are needed? (Teach)
  - How will we know if students have learned it? (Assess)
  - How will we respond when students experience difficulty in learning? How will we respond when students already know it? (Reflect)
  
- ***Support sessions*** for sites will be a forum for TSA's to provide technical assistance for teachers and administrators to become more fluent with the new assessment system and the types of reports that can be generated, such as data on student achievement, attendance, course enrollment, student demographics, and program participation. Technical assistance will also be provided for using the Test Bank in *Illuminate* (augmented by Intel-Assess) for creating assessments.

### **Extra Duty (TSA)**

The TSA's for Evaluation will work over the summer to prepare student data reports for schools and teachers for the opening of the school year. They will also work additional days in June to provide teacher staff development and to prepare End of Year assessment and evaluation reports.

### **Summer Staff Development**

This year, carry-over funds will be used to ensure that the data-system is ready for full implementation in the Fall. In order to assure full-implementation a portion of the carry-over funds will be used to pay a daily stipend to lead teachers at each site who will then train the teachers at their school. Training will take place August 14-16<sup>th</sup>. (See Professional Development / *Illuminate*)

### **Data Technician (1.0 FTE) and Clerical Support (.5 FTE)**

These two classified positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments; import and enter data into the data systems; ensure accuracy of data; develop queries and reports in *Illuminate* and PowerSchool; generate a variety of other reports and documents; and develop and maintain various databases and files.

In addition, the Data Technician serves as the manager of the data warehouse and supports staff by providing data requested for program evaluation. (The other .50 FTE of the Clerical Support position is funded by the General Fund to manage state-mandated testing.)

### ***Illuminate*, Intel-Assess, SPSS, Survey Monkey**

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the district. Currently, this data is stored on servers running DataWise software, and accessed through a web interface by instructional staff. DataWise has been the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data. Recent teacher surveys and the Berkeley High School WASC report have indicated that teachers find the DataWise software cumbersome and hard to manage. The survey indicated that less than 20% of teachers have logged into DataWise in the past six months and that greater than 40% do not remember their passwords.

As a result, the BEA office conducted research to identify an assessment system that has the same data-warehousing capabilities while providing ready-to-use student and classroom scorecards that teachers can access at the click of a button. BEA developed a list of three vendors, including DataWise, and invited a cross-section of teachers, administrators, union representatives and staff from the BEA, Technology and Professional Development offices to interview and review the three systems. The team unanimously decided upon *Illuminate*, a web-based data and assessment system. We will begin the transition from DataWise to *Illuminate* this Spring.

Intel-Assess provides test items that are specifically developed to measure student mastery of California standards. As a formative assessment, the questions are intended to help educators improve instruction. The incorrect responses of every multiple choice item are designed to reveal common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors. BUSD has been using Intel-Assess as the Item Bank for the creation of the Common District Assessments in Math K-12. Intel-Assess has also successfully been used for the Secondary School English Language Arts Assessments. Intel-Assess is a partner with *Illuminate* and will serve to enhance the Item Bank particularly because it is aligned to the new Core Common State Standards. In addition, both the World Language

and Science departments at BHS are looking forward to developing a greater number of common assessments using Intel-Assess.

SPSS is an industry-standard statistical package that BEA is increasingly using for data analysis. The costs include software licenses and training. Finally, the BEA department purchases and manages the District’s subscription to Survey Monkey, an online survey tool used by School Governance Councils and other District offices to collect survey data. Survey Monkey will also serve as the District “WE CARE” survey tool for analysis of District Family Engagement and Parent Involvement.

**Budget for Program Evaluation**

<b>BSEP Program Evaluation Allocation for FY 2013</b>	<b>\$588,900</b>
Projected <b>FY 12 Carryover</b>	<b>58,000</b>
<b>TOTAL AVAILABLE REVENUE</b>	<b>\$646,900</b>
<b>EXPENDITURES</b>	
Program Evaluation Staff (4.6 FTE)	465,800
Hourly extra duty	15,000
Summer Lead Teacher Training	10,000
Supplies and equipment	10,000
Contracted Services	80,000
<i>(Illuminate, Intel Assess, SPSS, Survey Monkey)</i>	
Professional Development for BEA staff	10,000
Reserve for Personnel Variance	10,000
Indirect Cost @ 6.39%	38,300
<b>TOTAL EXPENDITURES</b>	<b>\$ 639,100</b>
<b>DIFFERENCE</b>	<b>\$7,800</b>

\*All budget figures rounded to the nearest hundred.

**Carryover Funding Priorities**The projected carryover amount for 2011-12 in the BSEP Program Evaluation fund is approximately \$58,000. These carryover funds are needed to support the roll-out of *Illuminate* and professional development support for lead teachers.

**POLICY/CODE**

*Berkeley Public Schools Educational Excellence Act of 2006 (Measure A)*  
Section 3C

**DISTRICT GOAL**

I-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.

**FISCAL IMPACT**

Projected expenditures of \$639,100 from the BSEP funds for Program Evaluation, from the BSEP Professional Development, Program Evaluation, and Technology Fund.

**STAFF RECOMMENDATION**

Approve the recommendation for the expenditure of BSEP funds for Program Evaluation in FY 2012-13.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services and  
Becca Todd, District Library Coordinator  
**DATE:** May 23, 2012  
**SUBJECT:** Recommendation for Expenditures in 2012-13 from the Library  
portion of the *Berkeley Public Schools Educational Excellence Act  
of 2006* (BSEP)

### **BACKGROUND INFORMATION:**

The *Berkeley Schools Educational Excellence Act of 2006* allocates 7.25% of the available revenues annually:

*“to provide student access to quality school libraries which shall be maintained by providing library staff to operate the District’s K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries.”*

BSEP funds provide the backbone for library staffing and resources throughout the Berkeley school system. Addressing every student’s academic and independent reading needs with a wide range of books, online resources and integrated programming is at the core of our mission. The library lens of the 2020 Vision strengthens our commitment to developing 21<sup>st</sup> century skilled thinkers and learners throughout the entire Berkeley school community.

During this past year, under the leadership of the District Library Coordinator, Becca Todd, the “Friends of the BUSD Libraries” committee which includes teachers, parents, BUSD and City of Berkeley library staff and community members, met bimonthly to discuss and support BUSD’s library program. This recommendation for the expenditure of the BSEP funds in FY 2012-13 for the Library Program was presented to the BSEP Planning and Oversight Committee on May 1<sup>st</sup> and adopted by the Committee on May 15, 2012.

### **BUDGET RECOMMENDATIONS FOR FY 2012-2013**

**Personnel** **\$1,334,000**

#### **Library Staff Positions**

Recognizing the integral role that school libraries play in our children’s education, the *Berkeley Public Schools Educational Excellence Act of 2006* continues the successful stabilization of library staffing which began with monies from *Measure B of 2004*. This has allowed a consistent level of service



and support in each of our school libraries. This staffing model shown below is the same as in FY 2011-12.

- District Library Coordinator, 1 @ 1.0 FTE
- BHS Teacher Librarians, 2 @ 1.0 FTE/each
- B-Tech Teacher Librarian, 1 @ .60 FTE
- Middle School Teacher Librarians, 3 @ 1.0 FTE/each
- Middle School Library Media Technicians:  
King 1 @ .80 FTE, Longfellow and Willard 2 @ .53 FTE/each
- Elementary School Library Media Technicians, 11 @ .80 FTE/each
- District-wide Central Media Library Technician, 1 @ .80 FTE
- BHS Library Media Technician, 1 @ .80 FTE

**Total = 6.6 FTE certificated staff; 12.26 FTE classified staff**

**Hourly, Extra Duty**

**\$30,000**

**Summer Extended Day Library Program - \$5,000**

The BEARS Summer School Library program will continue in summer 2012, with a Library Media Technician at both BEARS/EDC summer school sites (this year Malcolm X and Rosa Parks) for twelve hours per week at each site, a total of 24 hours per week for five weeks. This program supports our focus on literacy, and yields strong results by mitigating the common “summer slide”. The Library Media Technician provides library visits and book circulation for the EDC students and staff.

**School Year Preparation - \$7,000**

Two extra duty days at the start of the school year for the Elementary Library Technicians allows them to be participants in the whole school initiatives that are developed during the staff meetings prior to the first day of school, enabling them to better tailor their library collections and programs to the needs at each school site.

**Middle School Textbook Management - \$3,000**

To provide support for textbook management at the middle school level, two extra duty days at the beginning of the school year, one at the end, and the equivalent of two extra duty days spread out over the first and last week of school (i.e. adding one hour per day to the work day) are added to the Middle School Library Technicians’ schedule.

**K-3 Literacy Apps - \$5,000**

New in 2012-13, library staff with special expertise will lead workshops to explore the used of literacy apps and ebooks for use in elementary grades.

**Library Automation Conversion - \$5,000**

After a very disappointing conversion to a new library and textbook automation system in 2011-2012, the Library Program plans to convert again in 2012-2013 to a much more robust system. This transition will necessitate some additional training time.

**Library Media Technician Substitutes - \$5,000**

A pool of Library Media Technician substitutes will be established so that libraries can continue to serve students and staff when the site library staff is unable to be at school.

**Professional Development \$8,000**

School library staff participates in District, regional and statewide workshops and conferences to strengthen their instructional and managerial skills and to stay abreast of developing instructional and library technologies. Professional Development monies pay for registration fees and for substitutes if the workshops fall during the school day. Some workshops include: San Mateo County Office of Education Library Staff Summer Training Program; California School Library Association (CSLA) annual conference and regional workshops; American Library Association (ALA) annual conference; Computer Using Educators (CUE) annual conference; San Francisco Public Library workshops.

**Collection and Resource Development \$154,300**

**School Library Collections - \$145,710**

An allotment of \$15 per pupil for library books and materials is proposed for FY 2012-13 (the same as for FY 11-12); the average price of a library book currently ranges from \$11-\$25. BUSD libraries provide print and digital resources for a broad range of reading levels and interests. The titles are selected to be in alignment with curriculum content and library standards, promoting students' access to the materials they need for reports and research. In addition, our collections are also geared to stimulating students' selections for free reading and pursuing individual interests. Included in Collection Development is support of the Preschool Book Bag program at all three BUSD Child Development Centers, providing books for students to borrow as well as for Author/Illustrator projects throughout the school year.

**Transitional Kindergarten - \$590**

An allocation will support for the Transitional Kindergarten (High Fives) classes at Washington.

**Central Media Collection - \$6,000**

A \$6,000 allocation is for the ongoing development of the district's audio-visual collection at the Central Media Library, which can be applied to potential streaming video and ebook options in the transition to a blended dvd/virtual model.

**Book Award Collection - \$2,000**

The California Young Reader Medal is a statewide book award program coordinated by the California Association of Teachers of English (CATE), California Library Association (CLA), California Reading Association (CRA), and California School Library Association (CSLA). Students must read all nominated books before voting; centrally providing the nominated titles for this year ensures that all students are able to participate.

**Information Literacy and Access**

**\$82,900**

**Inventory and Circulation System - \$75,000**

In 2012-13 the Library Program will move to a much more robust library and textbook automation system after a frustrating and unsuccessful year with an "up and coming" system that did not prove adequate. Screening and selection of the new system is being conducted in spring 2012, with the goal of being fully converted by September 2012.

**World Book, and TeachingBooks, Online Webpages - \$7,900**

The Library Program provides online reference resources for students and their families through subscriptions to World Book Online and TeachingBooks.net. These digital resources, which are available to the entire PreK-12 student body and their families, have yearly subscription fees for access and maintenance. Linked on every school library website, they offer high quality vetted information that ensures a stable stepping stone along the path of information seeking projects. Additional subscription databases are carried by Berkeley High School for the secondary schools as part of their collection development, listed above.

Additionally, BUSD Library Services maintains a web page of central services for staff and families at <http://berkeley.net/library-services> which provides links for home access to our electronic resources. The School Libraries web page links to each of the individual school sites at <http://berkeley.net/school-libraries>. All of the library collections of the K-12 schools and the Central Media Library are searchable online. Each of those libraries maintains virtual library web pages guiding students to additional resources appropriate for their studies.

**Central Library Services**

**\$40,000**

**Technology Upgrades - \$25,000**

An ongoing cycle of maintenance and upgrade of the network of computers and other equipment needed to keep our libraries responsive to patrons' needs is coordinated in conjunction with the Technology Department. We are also bringing a more consistent instructional capacity (LCD projector, document camera, projection cart, speakers, screen) to each library as additional components.

**Signage Upgrades - \$10,000**

Signage is a key component to any library. Our libraries have long been resourceful in "making do" with creative yet temporary materials. This year we plan to install professional signage.

**Central Library Office - \$5,000**

Ongoing needs such as preparation of Author Study materials, support for the African American Read In, posters for the California Young Reader Medal, brochures, materials for professional development, reading promotions, and in-town transportation costs for visiting authors, are most efficiently handled in the District Library Coordinator's office.

<b>BSEP Library Allocation for FY 2013</b>	<b>\$1,694,300</b>
Estimated <b>FY 11-12 Carryover*</b>	<b>500,000</b>
<b>TOTAL AVAILABLE REVENUE</b>	<b>\$2,194,300</b>

**EXPENDITURES**

Library Staffing, (including summer)	1,334,000
Hourly, Extra Duty	30,000
Professional Development	8,000
Collection & Resource Development	154,300
Information Literacy and Access	82,900
Central Library Services	40,000
Reserve for Personnel Variance (estimated @ 3%)	40,000
Indirect Cost @ 6.39%	107,900

<b>TOTAL EXPENDITURES</b>	<b>\$1,797,100</b>
<b>Difference (projected reserve)</b>	<b>397,200</b>

All budget figures rounded to the nearest hundred.

\*Residual funds from Measure B of 2004 were used in FY 2007-08 (\$146,000) and in FY 2008-09 (\$180,000) for all library collection development.

**POLICY/CODE**

*Berkeley Public Schools Educational Excellence Act of 2006 (Measure A)*  
Section 3Bii(a)

**DISTRICT GOAL**

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

**FISCAL IMPACT**

Projected expenditures of \$1,797,100 from the BSEP Library fund.

**STAFF RECOMMENDATION**

Approve the recommendation for the expenditure of BSEP funds for the Library Program in FY 2012-13.

**2012/13 Proposed Budget  
Library**

	<b>FTE</b>	<b>18.86</b>	<b>18.86</b>	<b>18.86</b>	<b>18.86</b>
		<b>Audited</b>	<b>Audited</b>		<b>Proposed</b>
		<b>Actuals</b>	<b>Actuals</b>	<b>Budget</b>	<b>Budget</b>
		<b>FY 09/10</b>	<b>FY 10/11</b>	<b>FY 11/12</b>	<b>FY 12/13</b>
<b>REVENUE</b>		1,623,587	1,629,800	1,645,641	1,694,300
<b>EXPENDITURES</b>					
Certificated Salaries (Inc. Administrative)		498,548	501,819	509,496	512,000
Classified Salaries		424,685	441,361	440,243	438,000
Employee Benefits		344,934	364,937	382,361	384,000
Hourly/Extra Duty		15,984	13,069	29,884	30,000
Books, Supplies and Equipment		158,938	174,629	166,077	194,300
Professional Development		4,563	5,184	5,500	8,000
Contracted Services		24,836	30,846	62,653	82,900
Reserve for Personnel Variance		0	0	42,680	40,000
Indirect Cost		85,993	96,047	109,806	107,900
<b>TOTAL EXPENDITURES</b>		1,558,481	1,627,892	1,748,700	1,797,100
<b>NET INCREASE (DECREASE)</b>		65,106	1,908	(103,059)	(102,800)
<b>FUND BALANCE ANALYSIS</b>					
Beginning Fund Balance, July		495,319	560,425	562,333	459,274
Net Increase (Decrease) in Fund Balance		65,106	1,908	(103,059)	(102,800)
Ending Fund Balance, June 30		560,425	562,333	459,274	356,474

**BSEP School Library Books and Materials  
Allocations for FY 2012-13 @ \$15/pupil**

<b>Sites/Departments</b>	<b>FY 11-12 CalPADS Enrollment</b>	<b>FY 2013 BSEP School Library Allocations</b>
112 – Cragmont	386	5,790
113 - Emerson	291	4,365
116 - Jefferson	329	4,935
118 - LeConte	325	4,875
119 – Oxford	302	4,530
120 - Thousand Oaks	433	6,495
121 – Washington	427	6,405
123 - Arts Magnet	414	6,210
124 - Rosa Parks	440	6,600
126 - Malcolm X	462	6,930
128 - John Muir	250	3,750
<b>Sub-Total K-5 Schools</b>	<b>4,059</b>	<b>60,885</b>
127 – Longfellow	460	6,900
131 – Willard	541	8,115
132 – King	919	13,785
<b>Sub-Total 6-8 Schools</b>	<b>1,920</b>	<b>28,800</b>
135 – Independent Study*	150	2,250
136 – B-Tech*	150	2,250
137 - Berkeley High*	3,060	45,900
<b>Sub-Total 9-12 Schools</b>	<b>3,360</b>	<b>50,400</b>
262 - Early Childhood (pre-K)*	375	5,625
<b>Sub-Total Pre-K</b>	<b>375</b>	<b>5,625</b>
<b>GRAND TOTAL ALLOCATIONS</b>	<b>9,714</b>	<b>145,710</b>

**\* NOTES:**

- Per pupil rate of \$15 is identical to that of FY 2011-12.
- Enrollment figures for Independent Study, B-Tech, and Pre-K are agreed-upon Average Enrollments.
- Independent Study's enrollment is deducted from Berkeley High's CalPADS enrollment of 3,210.
- If the number of students enrolled at a site in Fall 2012 exceeds CalPADS enrollment of 10/11 by the equivalent of a classroom, an additional allocation will be made for those students.

## BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services and Jay Nitschke, Director of Technology  
**DATE:** May 23, 2012  
**SUBJECT:** Recommendation for expenditures of funds from *the Berkeley Public Schools Educational Excellence Act of 2006* for Technology in 2012-13

### **BACKGROUND INFORMATION:**

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

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

*Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:*

- *providing professional development for the District's teachers and staff,*
- *assessing the effectiveness of the District's educational programs for improving student achievement, and*
- ***providing and maintaining computers and technology in schools.***

The following recommendation for the expenditure of BSEP Technology funds in FY 2012-13 was presented to the BSEP Planning and Oversight Committee on May 1<sup>st</sup> and adopted by the Committee on May 15, 2012.

### **BUDGET RECOMMENDATIONS FOR TECHNOLOGY IN FY 2012-2013**

#### **BSEP Technology Staffing – 7.13 FTE \$592,500**

The proposed budget contains 7.13 FTE technology positions funded by BSEP. Staff includes:

#### **Microcomputer Technicians – 6.0 FTE**

- 2.0 FTE positions are at BHS (of which 0.2 FTE is devoted to B-Tech Academy),



- 1.4 FTE support the middle schools (an additional 0.2 FTE is funded by King Middle School), and
- 2.6 FTE support the elementary schools, Independent Studies, and preschools, and provide support for site technology purchases. This increases by 0.4 FTE over the proposal from last spring.
- Since all but one of these positions are 10-month positions, an extra \$3,000 is budgeted for extra duty work over the summer.

The job of the technicians is to work with teachers and staff to keep systems working, to help integrate technology with the curriculum, to support teachers in using DataWise (migrating to *Illuminate* in 2012-13) and PowerSchool, and to help technology committees and School Governance Councils make decisions about technology money.

**Student Systems Specialist - .60 FTE**

As in 2011-12, the funding of 0.60 FTE of the Student Systems Specialist is recommended to be continued from the BSEP Technology budget. The remainder of the position’s funding will come from the General Fund. This position supports PowerSchool, as well as various other systems, including the associated servers used for communication to students and families (such as the one that principals use to do phone blasts).

**Director of Technology - .20 FTE**

The recommendation is to continue funding 0.2 FTE of the Director of Technology from the BSEP Technology budget in 2012-13; the remaining .80 FTE will continue to be funded by the General Fund.

**Teacher on Special Assignment – Instructional Technology - .33 FTE**

Since 2010-11, the Professional Development budget has included a Teacher on Special Assignment for Instructional Technology, filling a gap in providing teachers with knowledgeable expertise on how to integrate technology into classroom practice. The recommendation is to continue co-funding this position equally from the BSEP Technology budget, the BSEP Professional Development budget, and district categorical funds (0.33 FTE each).

**Technology Equipment for Schools, Repairs, Software Licenses-\$105,000**

Funding for technology in the schools is about \$13 per student (a decrease of \$2 from 2011-12); a small amount of funds is used for contract repair services and for district-wide software licenses.

Fortunately, the passage of Measure I (BUSD’s Prop 65 facilities bond) in November 2010, has enabled about \$250,000 per year to be dedicated to technology, per the plan adopted by the School Board. This will ameliorate

the decrease in BSEP funds for technology at the school sites. In 2011-12, Measure I funds completed the installation of wireless access at all secondary schools, and began the installation of wireless access at the elementary schools. Computer replacements funded by Measure I included the Berkeley High library computer lab, middle school mobile labs, and various classrooms. Also in 2011-12, the process of refurbishing school computers schoolwide began at John Muir.

Any BSEP Technology carryover monies will be added to the budget for instructional technology for the schools or for additional extra duty support, as needed.

**Budget Summary**

<b>BSEP Allocation for FY 2012-13</b>	\$ 757,182
Projected 2011-12 Carryover	20,000
<b>Total BSEP Resources</b>	<u>\$ 77,182</u>
<b>Projected Expenditures</b>	
Technology Staff (7.13 FTE)	589,500
Hourly Extra Duty/Summer Work	3,000
Technology Supplies & Equipment	95,000
Repairs & Software Licenses	10,000
Reserve for Personnel Variance	21,000
Indirect Cost of 6.39%	45,300
<b>Total Expenditures</b>	<u>\$ 754,800</u>
<b>Revenue and Carryover Less Expenditures</b>	<b>\$ 22,382</b>

**POLICY/CODE**

*Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section C*

**DISTRICT GOAL**

V-A – Resources – 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 to meet current and future student needs.

**FISCAL IMPACT**

Projected expenditures of \$784,800 from the BSEP funds for Technology, from the BSEP Professional Development, Program Evaluation, and Technology Fund.

**STAFF RECOMMENDATION**

Approve the recommendation for the expenditure of BSEP funds for Technology in FY 2012-13.

**BSEP Technology  
Multi Year Summary**

	<b>FTE</b>	<b>6.20</b>	<b>6.20</b>	<b>6.73</b>	<b>7.13</b>
		<b>Audited Actuals FY 09/10</b>	<b>Audited Actuals FY 10/11</b>	<b>Budget FY 11/12</b>	<b>Proposed Budget FY 12/13</b>
<b>Revenue</b>		726,612.00	728,352.00	735,431.00	757,182.00
<b>Expenditures</b>					
Certificated and Classified Salaries		327,793.00	330,498.00	372,645.00	397,100.00
Employee Benefits		150,071.00	149,295.00	179,158.00	192,400.00
Hourly Extra Duty/Summer Work		18,744.00	4,003.00	2,610.00	3,000.00
Materials and Equipment		120,119.00	114,651.00	199,565.00	95,000.00
Contracts		54,912.00	50,329.00	23,000.00	10,000.00
Unallocated Reserve		0.00	0.00	2,500.00	12,000.00
Indirect Costs at 6.39%		39,224.00	40,678.00	52,225.00	45,300.00
<b>Total Expenditures</b>		710,863.00	689,454.00	831,703.00	754,800.00
<b>Net Increase/(Decrease)</b>		15,749.00	38,898.00	(96,272.00)	2,382.00
<b>FUND BALANCE ANALYSIS</b>					
Beginning Fund Balance, July		44,156.00	59,905.00	98,803.00	2,531.00
Net Increase (Decrease) in Fund Balance		15,749.00	38,898.00	(96,272.00)	2,382.00
Ending Fund Balance, June 30		59,905.00	98,803.00	2,531.00	4,913.00

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
Delia Ruiz, Assistant Superintendent, Human Resources  
**DATE:** May 23, 2012  
**SUBJECT:** Maintenance Department Reorganization and Resolution 12-54 to Eliminate/Reduce and Add Specified Positions

### **BACKGROUND INFORMATION**

The District has its buildings and grounds maintenance supervisory functions split between the Maintenance Department and Berkeley High School (BHS). This split supervision has blurred the accountability for maintenance at BHS. Staff is recommending a minor reorganization of assignment in an effort to improve services and to make them more consistent. In addition, we are recommending an upgrade of one vacant position and one position which will become vacant at the end of June.

Currently, all buildings and grounds maintenance services are performed by the Maintenance Department, except, there is a 5% differential provided to a selected custodian who does minor maintenance tasks at schools (one for each school site except BHS), and there is one Maintenance Engineer (day shift), one Maintenance Technician (evening shift), and one Gardener assigned directly to BHS. All school sites except BHS utilize the centralized work order system to track work orders.

The plan to have two maintenance personnel is a holdover from when BHS had a high pressure boiler that was later demolished in the 1990's, and a qualified person was required to be within earshot while the boiler was running. At that time, both workers had a specialty in Heating Ventilating and Air Conditioning (HVAC). When the District reorganized its maintenance services in 2002 after the passage of Measure BB, two maintenance personnel were assigned to BHS, but they were no longer required to possess specialized HVAC knowledge. In the past year it became apparent that not all the needed preventative maintenance was occurring at BHS, and that the lack of preventive maintenance contributed to system failures.

Maintenance employees assigned directly to a school are, by nature, more reactive to the immediate needs of the school. Preventative maintenance needs often take a back seat and might not be performed. Some preventative maintenance tasks are difficult to do without assistance. When preventative maintenance is not performed, more emergencies and more break downs occur.

Staff recently analyzed the maintenance services that BHS receives. We have concluded that BHS is not receiving the full benefit of a well-funded maintenance program and that preventative maintenance of many building

systems is not being adequately performed. By centralizing services, more preventative maintenance can be accomplished.

We recognize that BHS with its large plant and large population needs more dedicated maintenance personnel than other sites. We are proposing that BHS keep one Maintenance Engineer, one Gardener and be approved to assign a custodian a 5% differential to assist in maintenance tasks.

#### Proposed Reorganization

1. *Integrate BHS into the centralized work order system;*
2. *Increase the evening shift visits to BHS from 4 to 5 per year;*
3. *Increase the work orders performed at BHS;*
4. Shift the Maintenance Technician (evening shift) assignment from BHS to central maintenance;
5. Convert one vacant Maintenance Technician (day shift) to a Maintenance Engineer (evening shift) with a specialty in HVAC;
6. Convert one soon to be vacant Painter position (day shift) to a Maintenance Engineer (day shift); and,
7. Provide a 5% differential for one custodian at BHS.

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

Staff has discussed this proposal with union representatives. The union has stated that it is agreeable to a memorandum of understanding to transfer the employee at BHS whose position would be eliminated for the same classification to be established centrally. The intent of the memorandum is to eliminate the need to issue layoff notice(s) and to implement the related displacement (“bumping”).

#### **DISTRICT GOALS**

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

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

#### **POLICY/CODE**

Education Code Section 45117

#### **FISCAL IMPACT**

There is a yearly increase of approximately \$14,000 per year for Measure BB. These proposed changes have been discussed with the Committee, and the Committee has no objection to the changes.

**STAFF RECOMMENDATION**

Approve the reorganization and related resolution,

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

))  
)) **RESOLUTION NO. 12-54**  
))  
RESOLUTION TO LAY OFF  
CLASSIFIED EMPLOYEES

In the Matter of the Elimination  
or Reduction of Positions in the  
Classified Service

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

**NOW, THEREFORE, BE IT RESOLVED** that as of the close of business **July 1, 2012**, the classified positions set forth shall be discontinued/added to the extent herein set forth.

<b>Eliminations/Reductions</b>		<b>Additions</b>
Maintenance Technician (Evening Shift) BHS 1.0 FTE		Maintenance Technician Maintenance Department 1.0 FTE
Maintenance Technician (Day Shift) Maintenance Department (Vacant) 1.0 FTE		Maintenance Engineer (Evening Shift) Maintenance Department 1.0 FTE
Painter (Day Shift) Maintenance Department (Vacant) 1.0 FTE		Maintenance Engineer (Day Shift) Maintenance Department 1.0 FTE

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

The foregoing Resolution was **passed** and **adopted** at a meeting of the Board of Education on **May 23, 2012** by the following vote:

AYES:  
NOES:  
ABSTENTIONS:  
ABSENT:

Clerk, Board of Education



# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** May 23, 2012  
**SUBJECT:** Progress Report on Response to Instruction and Intervention

## **BACKGROUND INFORMATION**

Response to Instruction and Intervention (RTI<sup>2</sup>) is a data-driven, multi-tiered approach to the early identification and support of all students, including those who demonstrate learning and behavioral challenges. RTI<sup>2</sup> begins with high-quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all children's learning in the general education classroom. When students are not yet proficient despite high-quality core instruction and positive behavior support, a team of educators comes together in a problem solving setting to identify the academic and behavioral needs of those students. RTI<sup>2</sup> is not a particular program, but rather a process. RTI<sup>2</sup> works with the Universal Learning Support System (ULSS) model adopted by Berkeley Unified School District: it offers a way to systematically use data to identify who is not yet proficient and provide support to get students to meet grade level expectations.

Staff will provide an overview of the District's progress this year to implement RTI<sup>2</sup> as well as the next steps, which are outlined on the attached update. A copy of the District's RTI<sup>2</sup> Manual without the appendices has also been attached.

## **DISTRICT GOAL**

II. B. ULSS/RtI<sup>2</sup>

## **POLICY/CODE**

None

## **FISCAL IMPACT**

None

## **STAFF RECOMMENDATION**

Receive for information.



## **Response to Instruction and Intervention:**

### **An Overview of Theory and Practice**

Berkeley Unified School District's Mission, Vision, Values

#### **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.

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

Educators in Berkeley believe that improving educational outcomes for underperforming students improves outcomes for all students. Equity and academic excellence work in tandem and both are a priority in our schools.

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

#### **Berkeley Unified School District 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 and welcomed 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.

### **BUSD and RTI<sup>2</sup>**

The Berkeley Unified School District believes that the implementation of Response to Instruction and Intervention (RTI<sup>2</sup>) aligns with our aspirations to accomplish our District's Mission and Vision, helping us create equitable access for all BUSD students. Through the use of data, high-quality aligned core curriculum, a tiered approach to intervention and ongoing professional development for all staff, we believe all students will be provided an academically

appropriate education in a positive and productive environment with supports for students who are not yet reaching their potential.

### **Why RTI<sup>2</sup>?**

According to Buffum, Mattos and Weber, “Once a school makes student learning its fundamental mission, it manifests a sense of professional and moral urgency to do whatever it takes to ensure that all students succeed. This sense of urgency should be the driving force behind response to intervention.<sup>1</sup>” RTI<sup>2</sup> allows for teams of educators to gather data on specific student needs and provide them with support at the first signs of concern. RTI<sup>2</sup> is a process derived from the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004. Prior to this, students were typically only able to receive targeted interventions through special education after failing to meet grade-level expectations for a significant period of time.

In BUSD one of the most compelling reasons to adopt the RTI<sup>2</sup> model is to address the disproportionate number of students of color in our district who are eligible for special education services. Nationwide, and in BUSD, about half of all students who qualify for special education are found eligible under the category of Specific Learning Disability (SLD). According to current BUSD data 12% of our total student population, in grades pre-K through 12, is identified as needing special education under one of the 13 disability categories. African

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<sup>1</sup> Buffum, A., Mattos, M., Weber, C. *Pyramid Response to Intervention: RTI, professional learning communities, and how to respond when kids don't learn.* 2009

American students are 22% of the total BUSD student population but compose 41% of our students eligible for special education services. This means we have a significantly higher percentage of African American students who qualify for special education services in relation to other student subgroups. BUSD data also indicate that the number of African American students found eligible for special education under the category of Emotionally Disturbed (ED) is significantly disproportionate. Nationally, only about 1% of all the students who qualify for special education are found to no longer need the specific services. This suggests that special education services are indeed needed and appropriate in some cases but are not the most effective intervention for all students. Looking forward, RTI<sup>2</sup> gives us a broader range of options to help students within the general education framework.

### **WHAT IS RTI<sup>2</sup>?**

Response to Instruction and Intervention (RTI<sup>2</sup>) is a data-driven, multi-tiered approach to the early identification and support of all students, including those who demonstrate learning and behavioral challenges. RTI<sup>2</sup> begins with high-quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all children's learning in the general education classroom. When students are not yet proficient despite high-quality core instruction and positive behavior support, a team of educators comes together in a problem solving setting to identify the academic and behavioral needs of those students. ***RTI<sup>2</sup> is not a particular program, but rather a process. RTI<sup>2</sup> works with the Universal Learning Support System (ULSS) model adopted by Berkeley Unified School District: it offers a***

***way to systematically use data to identify who is not yet proficient and provide support to get students to meet grade level expectations.***

Students who are not yet proficient academically are provided with targeted instruction and interventions at increasing levels of intensity and specificity in addition to quality core instruction to accelerate the rate of learning. Similarly, students who do not respond consistently to whole class and school-wide positive behavior systems are provided with additional supports and behavior interventions until he/she shows adequate progress. Therefore RTI<sup>2</sup> is a fluid multi-layered approach.

In order to truly grasp the Response to Instruction and Intervention process, a few significant cultural shifts are necessary:

- First, the school must function as a community where ideas, resources and expertise are shared for the benefit of all students. Highly structured professional learning communities or collaborative team meetings are the organizational frameworks necessary to conduct the sharing of information, resources and expertise. Interventions or enrichments can be provided by a variety of personnel, including teachers, educational coaches, specialists, after school program staff, and other outreach or support staff. Regular communication with parents about student progress is also a key part of the RTI<sup>2</sup> process.
- Second, decisions about student learning must be made based on strategically collected data that help determine not only if a student is learning but how we will respond to that student's learning and behavioral needs. This information comes from diagnostic assessments and behavioral data that tell us the specific point where a student is not responding to instruction or behavior systems.

- Third, general education and special education can no longer be completely separate entities; we must work together to support all students. As a unified school district we are embracing a process of data-driven, community-oriented practice that brings teachers and students out of isolation and employs the entire school community to identify the specific needs and appropriate supports for all students, in all areas, at all times.

### **The BUSD Framework for the RTI<sup>2</sup> Pyramid**

The most common conceptual model of Response to Instruction and Intervention is represented by a pyramid structure. Within this section you will find a version of the RTI<sup>2</sup> pyramid created by the Berkeley Unified School District RTI<sup>2</sup> Advisory Committee. The pyramid used by our district has three Tiers or levels of intensity. As you move from bottom to top, the needs of the student increase as well as the intensity of intervention. Note that the RTI<sup>2</sup> model applies to academic as well as behavioral instruction and intervention. Within the RTI<sup>2</sup> framework, it is also important that district leadership, including site administrators, are providing ample support and training to ensure all teachers have the resources and knowledge necessary to provide the highest quality instruction possible.

#### **Tier 1**

**In the RTI<sup>2</sup> model, Tier 1 is the practice of providing high quality instruction, behavior supports and interventions to all students. At any given time at least 80% of students are able to master the core grade level curriculum and behavior expectations within the general education instructional block.** Quality core instruction includes the use of Berkeley Unified

School District adopted curriculum, Positive Behavior Intervention and Support (PBIS) and the application of the BUSD Instructional Practices (see appendix). If less than 80% of students are responding to core instruction, the teacher will need to adjust instruction to meet the learning needs of all students. Teachers should reteach content to ensure that all students are mastering standards and meeting behavioral expectations. Instruction must include classroom and school-wide positive behavior structures that ensure all students are actively engaged in the learning process and explicitly teach and reinforce behavior expectations in all school settings.

Differentiated instruction in Tier 1 must include specific interventions or accelerations based on student needs. Interventions within Tier 1 are designed to ensure the greatest number of students learn the intended standard or demonstrate behavior expectations. All Tier 1 academic interventions and many Tier 1 behavior interventions happen within the classroom during the regular instructional block.

RTI<sup>2</sup> in Tier 1 begins with data analysis. Based on data from universal screening, benchmark data, diagnostic assessment and/or specific classroom observations, schools should implement Tier 1 interventions. When students are not mastering a specific standard or their behavior is interfering with educational performance, schools use the data to identify which skill students are missing in order to master grade level standards. Once a school has analyzed data and identified skills students need to master, schools plan ways to build the skills students need and differentiate core instruction. Furthermore, the school PBIS team should review data



from suspensions, office discipline referrals, and data on minor behavior incidents frequently to inform decisions about school-wide behavioral instruction and interventions.

## **Tier 2**

**After consistent Tier 1 instruction and/ or behavioral support, about 20% of students may continue to exhibit learning or behavioral difficulties, and they will need even more intensive, individualized and targeted interventions.** In addition to the supports within Tier 1 and the general classroom, a student may require more intensive intervention: more intensive could mean more time, more specific feedback and a smaller group with prescriptive instruction. It is critical to maintain Tier 1 instruction and interventions while providing the additional Tier 2 interventions. Tier 2 academic interventions provide students with an additional 20-30 minutes of small group, skill-building instruction 3-4 days each week outside of the core instructional block. Based on data from assessments, it can also include one on one instruction that develops necessary skills to achieve student mastery. Behavioral interventions at Tier 2 are also more targeted, individualized and intensive. Tier 2 behavior interventions could include but are not limited to: developing individual positive behavior plans, providing additional social skills instruction, small group or individual counseling or the assignment of an adult mentor.

In developing and implementing Tier 2 interventions, it is important that students are matched to appropriate interventions based on the data available. We must use the data to help determine where an individual student is in their skill development. The teacher, along

with support from other school staff and collaborative teams, must identify target skills, academic or behavioral, to determine the exact point at which the student has not responded to Tier 1 instruction and behavior supports. While universal screening measures and benchmark tests are the data used within Tier 1, Tier 2 interventions require additional diagnostic assessments. Diagnostic assessments give a more detailed picture of the student's skills so we can be more specific about the intervention. Classroom observations and an analysis of office referrals and incident reports for an individual student are examples of tools used to determine appropriate behavioral interventions at this level.

Interventions must be research-proven to address the specific skill need. At this level, student progress is carefully watched through progress monitoring: every one - two weeks the student is given a quick assessment or behavioral data is collected and reviewed to determine his/her progress on a specific skill. If the intervention is effective, the student's academic scores and behavior should improve. Diagnostic assessments and additional data can help determine the best intervention match for the student, as well as determine how interventions will change over time as the student makes progress. Students may go through any number of Tier 2 interventions if their needs are multi-layered.

For example, at the elementary school level, Tier 2 interventions may look like regrouping or push-in by the specialized intervention teachers or the use of a supplemental program such as Read Naturally, Quick Reads, Fountas and Pinnell reading program, Pinpoint Math or Compass Learning. At the secondary school level, students also may receive mandatory

homework support or mandatory tutoring after school as well as push in or supplemental specialist instruction in addition to the core curriculum. (See Appendix). Tier 2 interventions could also include collaborative goal-setting and targeted rewards to increase student engagement and relationship building as well students who need support in mastering skills.

### **Tier 3**

**After consistent Tier 1 and 2 instruction and/ or behavioral support, about 5% of students may continue to exhibit learning or behavioral difficulties, and they will need even more intensive, individualized and targeted interventions.** If a student does not make progress after a reasonable amount of time of receiving Tier 2 interventions, Tier 3 interventions may be considered. Tier 3 support and instruction is targeted for students who may or may not currently receive special education services, but who do require more intensive academic or behavioral interventions. The frequent progress monitoring at Tier 3 is used to establish whether a student's lack of responsiveness to interventions is caused by lack of systematic intervention or is caused by the presence of a learning disability or a disabling condition. Just as with Tier 2, progress monitoring tools and behavioral data show us if the student is making progress in the targeted skill or behavior.

Tier 3 interventions may be provided in a variety of ways. These interventions are highly individualized, more intensive in terms of time and focus, and are provided by highly-trained staff. RTI<sup>2</sup> literature suggests that “the main difference between Tiers 2 and 3 are not necessarily the interventions themselves, but the frequency, duration, and progress monitoring

requirements”<sup>2</sup>. Interventions at this level may be provided for up to 90 minutes a day, typically last 12-18 weeks, are mandatory, and are provided during and/ or outside school hours with fidelity. They may be provided in a one to one format, in a small group format, or as a whole class intervention program. For example, at the elementary school level, Tier 3 interventions may look like pull out or push in by the specialized intervention teachers or the use of a supplemental program such as Reading Recovery, Read Naturally, or Pinpoint Math. At the secondary school level, students also may receive push in or pull out specialist instruction and schools may opt to replace core curriculum classes with intervention programs such as Read 180, System 44, and Fast Math. (See Appendix). Tier 3 behavioral interventions may be based on the results of a Functional Analysis Assessment (FAA) or a Functional Behavioral Assessment (FBA), assessments that look at the underlying motivation for a student’s behavior (to escape, avoid, or get something). Interventions might focus on teaching the child more appropriate ways to get their underlying needs met and could include a more intensive behavior support plan, individualized positive reinforcement schedules, individualized social skill instruction, or individualized mental health support. At the middle and high school levels, Tier 3 behavioral interventions may also include participation in the Lifelines Academy or in Restorative Justice Community Conferences.

Progress monitoring also happens more frequently at this level to ensure a student is showing growth in the specific area of academic or behavioral need. For Tier 3 interventions,

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<sup>2</sup>Buffum, A., Mattos, M., Weber, C. *Pyramid Response to Intervention: RTI, professional learning communities, and how to respond when kids don’t learn.* 2009

teams evaluate the effectiveness of the intervention at least once a week (and for some interventions, daily or biweekly) to inform decision making about teaching and intervention strategies.

To best prevent the ongoing development of academic and behavioral difficulties, and to best utilize our limited resources and staff, it is important to put most of our energy into developing strong systems of Tier 1 and 2 interventions and practices, especially in the first years of developing the BUSD RTI<sup>2</sup> model.

DRAFT

DRAFT

## RTI<sup>2</sup> Update: May 15, 2012

2011-2012 Accomplishments	Next Steps for 2012-2013
<p><b>RTI<sup>2</sup> Manual:</b></p> <ul style="list-style-type: none"> <li>• Completed manual final draft, May 2012</li> <li>• Presented manual draft to K-5 teachers and staff for feedback on January 30<sup>th</sup>, 2012</li> <li>• RTI Advisory team has reviewed and approved manual draft</li> <li>• Flowcharts literacy and math standards map completed, plan for ULSS and behavior flowchart completion by end of the year</li> </ul> <p><b>Universal Screening:</b></p> <ul style="list-style-type: none"> <li>• Completed updates to the kindergarten universal screening assessment with team of K teachers</li> <li>• May 30<sup>th</sup> district-wide training for kindergarten screening teams</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Benchmark data protocols for math and literacy implemented this year</li> <li>• PBIS data collection systems established</li> </ul> <p><b>Tier 1 Implementation:</b></p> <ul style="list-style-type: none"> <li>• Instructional strategies for quality core instruction given to all K-5 teachers</li> <li>• Focus on gradual release, objectives, language frames in all trainings</li> <li>• Constructing Meaning trainings, all 6-12 trained</li> <li>• Cultural Competency trainings</li> <li>• TCRWP training with middle school ELA teachers</li> <li>• Materials developed and distributed to parents, P and O members</li> </ul> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Rosa Parks Language Lab model being used next year at additional sites</li> <li>• Extended day academic Tier 2 intervention in many after school programs next year</li> <li>• PBIS teams expanded to include diverse stakeholders</li> </ul>	<p><b>RTI<sup>2</sup> Manual:</b></p> <ul style="list-style-type: none"> <li>• Extend manual to include specific secondary structures, references</li> <li>• Distribute document to other key stakeholders, like the School Board</li> </ul> <p><b>Universal Screening:</b></p> <ul style="list-style-type: none"> <li>• Math universal screening 2-5</li> <li>• Materials distributed to sites in the fall</li> <li>• Ensure timelines enforced for completion</li> <li>• Secondary math and language arts screeners need to be created/revised</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Standardize diagnostic assessments</li> <li>• Use Illuminate to create formative assessments, support teacher data use</li> <li>• Use data in collaboration with PLC structures</li> <li>• Power School data being used for discussions around behavior regularly</li> </ul> <p><b>Tier 1 Implementation:</b></p> <ul style="list-style-type: none"> <li>• Alignment with Common Core standards</li> <li>• Standardize intervention programs, use research-proven programs</li> <li>• Positive classroom management training</li> <li>• Social and emotional skills curriculum</li> <li>• More regular communication with parents</li> </ul> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Modify referral/SST process</li> <li>• Clearly define roles and responsibilities related to RTI<sup>2</sup></li> <li>• Leadership teams plan site professional development to support RTI<sup>2</sup></li> <li>• Need more uniformity in use of ULSS coordinator position, regular district-wide meetings for RTI<sup>2</sup> site leaders and SPED teachers</li> </ul> <hr style="width: 30%; margin-left: auto; margin-right: 0;"/>





# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** May 23, 2012  
**SUBJECT:** The Governor's May Revision on the State Budget

## **BACKGROUND INFORMATION**

As expected, the Governor Jerry Brown, rolled out the May Revision to his 2012-13 State Budget proposal to address the now \$15.7 billion deficit. The Governor proposes to close the Budget gap through a \$4.1 billion increase in cuts to state employee compensation, welfare, health care, higher education, courts, and other government programs, for a total of \$8.3 billion in cuts.

The magnitude of the State Budget gap has increased, but the structure of the Governor's proposal for K-12 education remains essentially the same as his January budget which included assumption of passage of a November tax initiative with increases in the Proposition 98 used to maintain existing program and reduce deferrals. Failure of the tax initiative and its resulting loss of revenue will continue to fall largely on K-14 with proposed cuts of \$5.5 billion and real programmatic reductions of \$2.7 billion. The impact on Berkeley Unified School District if the tax initiatives do not pass could be a minimum of \$3.2 million reduction in revenue to the District.

A presentation will be made to the Board that details the specifics of the May Revision based on the School Services of California workshop to be held on May 21, 2012.

## **STAFF RECOMMENDATION**

The Board receives this report as information.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** William Huyett, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** May 23, 2012  
**SUBJECT:** Maintenance and BB Third Quarter FY 2012 Report

### **SUMMARY AND DISCUSSION**

This report is an update of the Maintenance Department for the third quarter of the 2012 Fiscal Year. The reporting period covers January 24, 2012 through April 20, 2012. The stated goals of the Annual Plan are not listed in this report, but certain areas of these goals will be referred to as we evaluate progress in these areas. We will also continue to report on specific areas of previously approved Plans as we make progress on those goals.

### **COMMUNICATION/REPORTING**

The Committee received the Second Interim 2012 Report. The Committee received a first draft of the 2012/13 Annual Plan.

### **COMMITTEE MEMBER COMMENTS**

The Committee did not have a quorum at its May 3<sup>rd</sup> meeting and had no comments for this report.

### **MAINTENANCE**

In the reporting period, the evening shift visited Berkeley High three times and visited sixteen other sites once. The remaining sites will be visited in the next three weeks.

The fire marshal sent two new reports. One report was clean. The deficiencies were corrected at the other site.

The State elevator inspector is still slow with his inspections. No elevators were inspected in this reporting period (nine have not been inspected), but one permit was received and installed.

The G and H boiler replacement project was bid and awarded. Several fields were closed for a month to fertilize them.

We are clarifying the maintenance responsibilities of BHS and how they interface with central maintenance.

One Maintenance Technician has retired and we are considering whether to replace that position or to upgrade it to a Maintenance Engineer. One painter plans to retire on June 30<sup>th</sup>. We are considering recommending that the

position be converted to a maintenance engineer.

**TRAINING**

No department-wide training was provided in this period.

**GROUNDS**

The gardener test was given and the department is selecting gardeners to fill vacancies. A third gardener will retire at the end of June. The three six-month gardener positions will start work on May 7<sup>th</sup>.

**VEHICLES AND EQUIPMENT**

We do not plan to purchase any new vehicles this year.

**STAFFING**

Managers	1.64 permanent
Supervisors	2 permanent
Administrative Coordinators	2.15 permanent
Trade Leads	3 permanent
Security Engineer	1 permanent
Network Engineer	0.3 permanent
Maintenance Engineers	10 permanent
Trade Specific	2 permanent
Maintenance Technician	4 permanent; 1 vacancy
General Maintenance	2 permanent
Grounds Lead Worker	2 permanent
Grounds	6 permanent; 2 vacancy
Vehicle Mechanics	0.45 permanent
Security Personnel	1 permanent (0.5 FTE of two positions)
Total	40.54 FTE

We do not detail the 5% of head custodians charged to the Measure BB Fund in the chart above.

**BUDGET**

The second interim report was prepared for the Board and discussed with the Committee.

**CUSTODIAL**

Custodial meetings are continuing. Equipment training was done in the past month.

**UTILITY REDUCTION AND MONITORING**

No change. We are working on installing solar panels for BAM and Malcolm X.

**PROPERTY MANAGEMENT**

Staff has processed 94 permits from January 24, 2012 through April 20, 2012. The gross revenue received in this time period was \$81,346. Berkeley High has processed five permits in this same time period. The gross revenue received was \$2,721.

**WASTE MANAGEMENT**

We have been continuing our efforts to increase recycling and reduce solid waste.

**HAZARDOUS MATERIALS**

We have completed our tri-annual asbestos survey. We have also recently completed our annual Hazardous Material Business Plans, which are required for BHS, Transportation and the Maintenance Facility.