

**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, October 10, 2012

Call to Order The Presiding Officer will call the Meeting to Order at
6:45 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
Juliette Mueller, Student Director

Administration: Javetta Cleveland, Interim Co-Superintendent
Neil Smith, Interim Co-Superintendent
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
- c) Collective Bargaining - Ratification of Tentative Agreements/UBA & Local 21
- d) Public Employee Discipline/Dismissal /Release/Evaluation
- e) Public Employment/Appointment
- f) Liability Claims
- g) Property Acquisition & Disposal

* Board agenda posted on District website: www.berkeleyschools.net

** 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 October 10, 2012

RECOGNITION

Associated Student Body Officers at Berkeley High School

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

2.1-C
Human Resources Report

Staff Recommendation:
Approve Human Resources Report
10.10.12

10

Educational Services

3.1-C
Approval of New Course at Berkeley High School: Entrepreneurship and Innovation

Staff Recommendation:
Approve new course at Berkeley High School: Entrepreneurship and Innovation

14

3.2-C
Approval of Overnight Field Trip & Out-of-State Travel Requests

Staff Recommendation:
Approve the overnight field trip and out-of-state travel requests consistent with District policies and instructional programs

19

Business Services

4.1-C Approval of Contracts and Purchase Orders	<u>Staff Recommendation:</u> Authorize the Purchasing Manager or Deputy Superintendent to execute contracts and purchase orders	21
4.2-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	23
4.3-C Approval of Master Contract for Non-Public School (residential) for 2012-13	<u>Staff Recommendation:</u> Approve and authorize the Master Contract for non-public school for 2012-2013 school year (residential)	25
4.4-C Approval of Master Contract for Speech Pathology Group (Non-Public Agency) for 2012-2013 School Year	<u>Staff Recommendation:</u> Approve Master Contract for Speech Pathology Group (non-public agency) for 2012-2013 school year	26
4.5-C Approval of Master Contracts for Non-Public Agencies for 2012-2013 School Year	<u>Staff Recommendation:</u> Approve Master Contracts for non-public agencies for 2012-2013 school year	27
4.6-C Approval of Master Contracts for Non-Public Schools (Non-Residential) for 2012-2013 School Year	<u>Staff Recommendation:</u> Approve Master Contracts for Non-Public Schools (non-residential) for 2012-2013 school year	28

Facilities

5.1-C Approval to Accept the Elevator at King Middle School	<u>Staff Recommendation:</u> Accept the elevator at King Middle School	29
5.2-C Approval to Accept the Roofing and Painting Project at West Campus	<u>Staff Recommendation:</u> Accept the roofing and painting project at West Campus	31
5.3-C Approval to Accept the Installation of a Transformer at LeConte and Berkeley Arts Magnet Elementary Schools	<u>Staff Recommendation:</u> Accept the installation of a transformer at LeConte and Berkeley Arts Magnet Elementary Schools	33

5.4-C Approval to Modify Measure I Committee Bylaws	<u>Staff Recommendation:</u> Approve modification of Measure I Committee Bylaws	35
5.5-C Approval of Revised Custodial Staffing at West Campus	<u>Staff Recommendation:</u> Approve revised custodial staffing at West Campus	41

ACTION ITEM

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

Facilities

5.1-A Approval to Augment the King Field Project to Include an All- Weather Track	<u>Staff Recommendation:</u> Approve the King field project to include an all-weather track	42
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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

3.1-I Indicators of Progress to Close the Achievement Gap	<u>Staff Recommendation:</u> Accept Indicators of Progress to Close the Achievement Gap for information	45
3.2-I District Goals: Areas of Focus for 2012-13	<u>Staff Recommendation</u> Accept District Goals: Areas of Focus for 2012-13 for information	54
3.3-I Proposed New Text <i>Biology, CA Edition</i> , for Advanced Biology at Berkeley High School for a First Reading for Adoption Consideration	<u>Staff Recommendation:</u> Receive proposed new text <i>Biology, CA Edition</i> , for Advanced Biology at Berkeley High School for a First Reading for Adoption Consideration	57

Facilities

5.1-I Maintenance and Measure BB Update	<u>Staff Recommendation:</u> Receive Maintenance and Measure Bb update for information	58
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ADDITIONAL ACTION ITEM

Approve Board of Education Minutes: September 12, 2012

EXTENDED PUBLIC TESTIMONY

ADJOURNMENT

Board of Education Meeting Dates – 2012

October 11 October 24 November 14 November 28 December 12

**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 / RTI²: 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 (RtI²).

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: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: October 10, 2012
DISTRICT GOAL: V: Efficient Use of Resources
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT 10.10.12
 The following is submitted for review and acceptance.

CERTIFICATED EMPLOYEES

Name	Classification (Temporary, Probationary or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>LEAVES</u>						
Brenda Kitagawa	Permanent	Counselor	1.0	Berkeley High	08/20/12	12/21/12
Maria Sanchez	Probationary	Teacher	1.0	Willard	10/26/12	04/08/13
Colleen Simon O'Neill	Permanent	Teacher	1.0	Berkeley High	11/15/12	01/28/13
<u>NEW HIRES OR REHIRES</u>						
Joette Al-Hakim-Hall	Permanent	Teacher	1.0	Willard	09/11/12	
Julie Brod	Temporary	Teacher	.48	Thousand Oaks	08/29/12	06/15/13
Linda Fielder	Temporary	Teacher	.40	Willard	09/10/12	06/15/13
Christopher Knight	Temporary	Teacher	1.0	Berkeley High	09/05/12	06/15/13
Susan La Placa	Temporary	Teacher	.60	Berkeley High	09/10/12	06/15/13
Tamara Mieves	Temporary	Psychologist	.20	REALM	09/17/12	06/20/13
Yuko Oyama	Temporary	Teacher	.40	Willard	09/05/12	06/15/13
Adabel Padilla	Temporary	Psychologist	1.0	Special Education	09/12/12	06/20/13
<u>CORRECTIONS</u>		<u>PRIOR REPORT INFORMATION</u>			<u>BOARD REPORT</u>	
Susan D'Orazio, Probationary, Psychologist, FTE 1.0, Special Education 08/20/12		FTE .60			<u>DATE</u> 09/12/12	

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>LEAVES</u>						
Jacqueline Brown-Cunningham	Permanent	School Safety Officer	1.0	Longfellow	09/03/12	10/14/12
Dru Howard	Permanent	Instructional Tech.	.09	Arts Magnet	09/11/12	12/04/12
Dinesh Kumar	Permanent	Custodian I	1.0	Berkeley High	09/01/12	11/30/12
Theresa Leader	Permanent	Instructional Assistant, Special Ed., SHC	.80	Malcolm X	09/03/12	09/28/12
Paula Phillips	Permanent	Administrative Assistant	1.0	BEARS	09/01/12	09/16/12
Sheila Rose	Permanent	Personnel Specialist	1.0	Human Resources	08/16/12	10/31/12
Jonathan Staples	Permanent	Maintenance Supervisor	1.0	Maintenance	09/01/12	9/28/12
Sharon Vernae	Permanent	Sr. Personnel Assistant	1.0	Human Resources	09/01/12	10/05/12
<u>SEPARATIONS</u>						
Inti Fernandez	Permanent	Instructional Media Technician	1.0	Berkeley High	09/21/12	
David Luna	Permanent	Instructional Assistant, Special Ed.	.41	King	08/28/12	
Kathryn McCarthy	Permanent	Instructional Assistant, ECE	.40	Arts Magnet	08/02/12	
Richard Ng	Permanent	Administrative Coordinator	1.0	Berkeley High	9/07/12	
Delfonte Prince	Probationary	Grounds Gardener	1.0	Maintenance	09/14/12	
Dora Siu	Permanent	Sr. Budget Analyst	1.0	Business Services	09/11/12	
Christine Trowbridge	Permanent	Instructional Tech.	.33	Arts Magnet	08/24/12	
<u>NEW HIRES OR REHIRES</u>						
Sharece Barnett	Probationary	Instructional Assistant, Special Ed., Attendant	.60	King CDC	08/29/12	*
Lori Bonkowski	Probationary	Instructional Assistant, Special Ed., Attendant	.80	King	08/29/12	*
Chris Colby	Probationary	Library Media Technician, Middle	.53	Willard	08/22/12	*
Fabiana Crenshaw	Probationary	Instructional Tech.	.40	Arts Magnet	08/27/12	*
Shavaki Jackson	Probationary	Clerical Specialist	1.0	LEARNS	09/18/12	*

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>NEW HIRES OR REHIRS (Continued)</u>						
Daniel Mendoza	Probationary	Instructional Assistant, Special Ed., Attendant	.80	Willard	08/29/12	*
Maritza Montano	Probationary	Instructional Assistant, Special Ed., Attendant	.80	Cragmont	08/29/12	*
Gaoussou Ouattara	Permanent	Instructional Assistant, Special Ed., SHC	.80	Berkeley High	08/29/12	
Lois Pyle	Probationary	Instructional Assistant, Special Ed., Attendant	.60	Hopkins	08/29/12	*
Dawn Robinson	Probationary	Site Coordinator, Family Engagement & Equity	1.0	John Muir Malcolm X	09/24/12	*
Heber Santos	Probationary	Instructional Assistant, Special Ed., Attendant	.40	Berkeley High	08/29/12	*
Yvonne Suniamafielo	Probationary	Instructional Technician	.47	Malcolm X	08/27/12	*
Marian Willis	Probationary	Instructional Assistant	.60	Washington	09/24/12	*
Laurie Young	Probationary	Food Service Assistant	.27	Rosa Parks	08/27/12	*
<u>LIMITED TERM/PROVISIONAL</u>						
Lorean Anthony	Provisional	Program Assistant	1.0	Berkeley High	08/14/12	09/28/12
Arhonda Caldwell	Limited Term	Clerical Specialist	1.0	Berkeley High	08/14/12	08/31/12
Rachel Larson	Limited Term	Instructional Assistant, Special Ed., Attendant	.80	Berkeley High	08/29/12	
Diana Ortiz-Rodriguez	Limited Term	Instructional Assistant, ECE	.40	Arts Magnet	08/29/12	12/31/12
Sierra Pickett	Provisional	Interpreter for the Deaf	.80	King	08/29/12	
Erin Stafford	Limited Term	Administrative Assistant	1.0	Transportation	08/20/12	
Mardawn Wendt	Limited Term	Library Media Tech- Elementary	1.0	Arts Magnet	08/22/12	
<u>NEW ASSIGNMENTS</u>						
Fundisha Adero	Permanent	Instructional Assistant, Special Ed., Attendant	.60	Hopkins	08/29/12	
Ann-Marie Callegari	Probationary	Site Coordinator, Family Engagement & Equity	1.0	Emerson/Arts Magnet	10/02/12	*

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
NEW ASSIGNMENTS (Continued)						
Antionette Cooks	Probationary	Site Coordinator	.93	B-Tech	08/01/12	*
Charity Da Marto	Probationary	Supervisor, Family Engagement & Equity	1.0	BSEP	09/04/12	**
Marie Gilder	Permanent	Instructional Technician	.67	Cragmont	08/27/12	
Abbey Hanson	Permanent	Instructional Assistant, Special Ed., Attendant	.80	King	08/29/12	
Ernesto Marin	Permanent	Instructional Assistant, Special Ed., Attendant	.80	Willard	08/29/12	
Malique Mullens	Permanent	Interpreter for the Deaf	.80	John Muir	08/29/12	
Clint Robinson	Probationary	Custodian II	1.0	Berkeley High	09/17/12	*
Kayla Robinson	Permanent	Instructional Assistant, Special Ed., Attendant	.60	King CDC	08/29/12	
Anita Thomson	Permanent	Instructional Assistant, Special Ed., SHC	.60	Franklin	08/29/12	
Miles Valentino	Probationary	Instructional Technician	.47	Le Conte	08/27/12	*
Yvette Whiten	Probationary	Instructional Assistant, Special Ed., Attendant	.80	Berkeley High	08/29/12	*

*Upon completion of six work months

** Upon completion of one work year

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim
Co-Superintendents
FROM: Christina Faulkner, Director of Curriculum and Instruction
DATE: October 10, 2012
SUBJECT: New Course in Entrepreneurship and Innovation

BACKGROUND INFORMATION

Berkeley High School is requesting Board approval for a year-long course titled Entrepreneurship and Innovation. The course is intended to nurture and develop a Berkeley High student community of entrepreneurs fluent in using technology to pursue their goals. This course offers students the opportunity to participate in the process of entrepreneurship by developing and executing a business plan.

The curriculum seeks to provide students with the necessary skills and knowledge to participate in the process of developing an entrepreneurial idea and ultimately producing a product or service. Students will gain experience producing persuasive writing and giving oral presentations in support of their business plans.

As part of this process, students will gain an understanding of how to participate on a collaborative workplace team common to a 21st century workplace. In addition, students will gain knowledge and experience with web development and build a strong foundation to pursue STEM related majors and careers in technology / engineering and business / economics. Members of the Berkeley community with career experience in these STEM fields will serve as mentors to the student teams.

In previous years, students at Berkeley High have completed a less rigorous and comprehensive entrepreneurship project in their economics classes and produced the following websites promoting their businesses/projects:

<https://sites.google.com/a/students.berkeley.net/pasqualespalace/?pli=1> (To access sites, login to your Berkeley.net account)

<https://sites.google.com/a/students.berkeley.net/bbq/media>

These projects exemplify the potential of the course and reflect what might be possible with substantially more time and support provided to student entrepreneurs at Berkeley High through this course.

Berkeley High School teachers involved in the development of this course include both the current BHS technology coordinator who was previously a software engineer and the former BHS technology coordinator who is now the Moodle administrator at BHS.

Staff is applying for elective (or “g”) credit for the course. A complete course description is attached.

DISTRICT GOAL

II. E. Educational Options for Secondary School Students

POLICY/CODE:

Ed Code 51054

Board Policy 6141

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve the new course in Entrepreneurship and Innovation.

A-G Course Approval Answers

Proposed Course: Entrepreneurship and Innovation

Course Goals and/or Major Student Outcomes

Students understand, gain practice, and can participate in the process of entrepreneurship by developing a business plan and ultimately producing a product or service. By going through this entrepreneurial process students will be empowered to pursue entrepreneurial opportunities throughout their lives. Students will gain experience and skill producing quality persuasive writing in order to convince readers of the merits of a given business plan. In addition, students will gain experience advocating for their ideas by giving oral presentations at several points during the course.

This course also prepares students pursue careers in emerging technologically driven industries. Students gain experience work with a collaborative team that is similar to a 21st century workplace. All students gain knowledge and experience with web development and other STEM related competencies. In this way the course provides a foundation for students to pursue majors in technology / engineering and economics / business.

Course Objectives

At the end of the course students will understand and be able to participate in the process of entrepreneurship. Each student will have worked collaboratively with a team to produce a product or service of their own design. As part of this process they will write and present a business plan, develop their idea into a product or service, pitch this idea to interested parties and develop a promotional website for their product or service. In this way students will feel empowered to participate in entrepreneurship.

21. Course Outline

Unit 1 (6 weeks)

Start up basics and working on a collaborative team

Case studies of start ups

Common tools of entrepreneurship

Process of developing a business plan and ultimately producing a product / service

Unit 2 (6 weeks)

All students will work on a team to apply entrepreneurial tools to address a problem faced by organizations within Berkeley High

Challenges will lead to the following skill development: web development, business plan creation, product design, and marketing

Unit 3 (6 weeks)

Students choose a specific role and gain a deep understanding of this role in a collaborative environment.

Roles examined will be: web design, product/art design, business development, Students gain additional skills associated with their chosen role

Unit 4 (18 Weeks)

Students form collaborative teams based on roles they examined in unit 3

Go through process of developing a written business plan and ultimately produce a product / service and build promotional website

Groups participate and present at the Sage USA Social Entrepreneurship competition

22. Texts & Supplemental Instructional Materials

Textbook

The Lean Startup Eric Ries

Supplemental readings

Steve Jobs. Isaacson, Walter.

Founders at Work Stories of Startups Early Days by Jessica Livingston .

23. Key Assignments

This course will have a single major assignment spanning the entire second semester where student groups will create a business plan and then execute on that vision.

There will be a more scaffolded focused assignment in the first semester where students will be provided with a product idea and will work in groups to market and produce the assigned product.

24. Instructional Methods and/or Strategies

Instructional Methods include:

- Student led inquiry and practice
- Teacher led lecture and discussion
- Guest speakers
- Online and library research
- Group collaborative projects

25. Assessment Methods and/or Tools

Assessment will be based individual ability, effort, openness, reflectiveness and growth as demonstrated by the success of the team on their two major projects.

In addition, there will be periodic evaluation of:

Online commenting on reading questions

Quizzes on readings

Teacher observation

Participation in discussions

Written reflections on readings, discussions, and documentaries

22. Context for Course

This course explores the skills necessary to start and grow a business. There is no course covering this material at Berkeley High and given the highly entrepreneurial community and culture of the Bay Area, these skill can benefit our students tremendously. These skills are not just limited to starting a business. The course will also examine critical teamwork, technical, marketing and artistic skills giving the students a wide array of skills that will help prepare them for the 21st century workplace.

27. History of Course Development

Ever since Ben Sanoff began teaching economics courses at Berkeley High he has wanted to develop a class focused on entrepreneurship and project based learning. As a team leader for FLI during the 06-07 school year and by organizing a team of students to participate in the entrepreneurship competition Sage in 09-10 and 11-12 Sanoff had the opportunity to mentor students in entrepreneurial pursuits. Sanoff has seen the transformative power of allowing students to devise their own projects based on their interests and receive mentoring and support in achieving these goals.

Over the last two years Sanoff has been collaborating with the current technology coordinator at Berkeley High Matt Albinson. Albinson was a software engineer before becoming an educator. They share a passion for helping students use technology to achieve their goals. Together they have worked to create a cloud learning platform for all Berkeley High students and staff that integrates Google Apps with Moodle. They hope to bring this same spirit of collaboration, innovation, and entrepreneurship to students through this course.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: October 10, 2012
SUBJECT: Out of State Travel and Overnight Field Trips

BACKGROUND INFORMATION

The following out of state travel request is being made:

National Conference of American Orff-Schulwerk Association, St. Louis, MO, November 14 – 17, 2012

Approve participation for Merlyn Katechis, Elementary School Music Teacher, to attend this five-day, four-night conference in St. Louis, MO. Ms. Katechis will join with experienced practitioners in exploring models of Orff-style repertoire for music instruction. Merlyn Katechis will cover all costs for registration, transportation and lodging. The cost for three days of substitute coverage will be paid from Measure A funds. Requested by Suzanne McCulloch, Program Supervisor, VAPA.

The following overnight field trip requests are being made:

Pt. Bonita YMCA Retreat Center, Marin Headlands, CA, November 1 – 2, and March 14 – 15, 2013

Approve participation of fifty-five eleventh grade and fifty-five twelfth grade AHA students and eight teachers from Berkeley High School on a two-day, one-night field trip to Pt. Bonita Retreat Center. The Juniors will depart Berkeley High School on Thursday, November 1, at 9:30 a.m., and return Friday, November 2, at 3:00 p.m. The Seniors will depart Berkeley High School on Thursday, March 14, at 9:30 a.m., and return Friday, March 15, at 3:00 p.m. The students will engage in project based collaborative work and community building activities. BUSD will provide transportation. Students will sleep in gender specific dormitory style rooms. The cost of \$105 per student will be paid from an AHA California Partnership Academy Grant and parent donations. No student will be denied access based on inability to pay. Requested by Jorge Melgoza, B.H.S. Vice Principal.

AVID Retreat, Sacramento & Davis, CA, February 11 - 12, 2013

Approve participation of twenty-nine eighth grade students, two teachers, and two other adults, from Longfellow Middle School on a two-day, one-night field trip to Sacramento and U.C. Davis. The group will depart Longfellow on Monday, February 11, at 7:45 a.m., and return Tuesday, February 12, at 5:00 p.m. The group will tour the California Legislature on Monday with the rest of their 8th grade class. The AVID students will stay overnight in supervised, gender specific, dormitory style housing at Hostelling International Sacramento. On Tuesday, the AVID students will

join Longfellow's 7th grade class for a guided tour of U.C. Davis, to include lunch in the dining commons. BUSD will provide transportation. The educational purpose of this retreat is to reflect upon student growth over the past two years, focus on the challenges of high school ahead, and cement the bonds of friendship. The cost of \$68 per student will be paid by fundraising and parent donations. No student will be denied access based on inability to pay. Requested by Pat Saddler, Principal, Longfellow Middle School.

Yosemite, Camp Towanga, CA, May 12 -18, 2013

Approve participation of seventy-eight eighth grade students, six teachers, and seven other adults from Longfellow Middle School on a four-day, three-night field trip to Yosemite, CA. The group will depart from the Amtrak, Emeryville Station at 7:00 a.m. on Sunday, May 12, and return at 10:00 p.m. on Wednesday, May 15, 2013. Parents will provide transportation to and from the Amtrak station. The group will use Amtrak and public transportation during the trip. This program is intended to expose students to the great natural beauty of Yosemite, to provide them with interpersonal and physical challenges, and to promote their strong identity as a group of successful students as they prepare to enter Berkeley High School. It is both a celebration of their success as Longfellow graduates and a preparation for their new life at Berkeley High School. Due to the outbreak of Hantavirus in Curry Village, Yosemite Institute has moved its program and housing to Camp Tawonga, which is just outside the National Park gates. Students will sleep in gender specific hard sided cabins which are not conducive to the Hantavirus. The \$430 per student cost is being paid by fund raising and parent donations. No student will be denied access based on inability to pay. Requested by Pat Saddler, Longfellow Principal.

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: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Rose Garcia, Purchasing Agent
DATE: October 10, 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. Ratification of contract to Caltronics Business Systems, to provide lease of 3 copiers for Berkeley Adult School for the 2013SY. The cost will not exceed \$21,000. To be paid from Adult Education Fund. Requested by Burr Guthrie.
2. Museum of Children's Art to provide visual arts instruction including professional development for teachers at Berkeley Arts Magnet for the 2013SY. The cost will not exceed \$24,214. To be paid from BSEP Music, Visual & Performing Arts and PTA Donations. Requested by Suzanne McCulloch.
3. Bay Area Community Resources to provide mental health support services at Thousand Oaks School for the 2013SY. The cost will not exceed \$34,000. To be paid from BSEP School Discretionary and PTA Donations. Requested by Gayle Hughes.
4. Community Alliance for Learning to provide Writer Coach Connection program for students at Longfellow, Willard and King Middles Schools for the 2013SY. The cost will not exceed \$42,600. To be paid from BSEP School Discretionary, PTA Donations, Title I and EIA -SCE. Requested by Robert Ithurnburn.
5. Anna Rainer to provide visual arts instruction including professional development for teachers at Oxford for the 2013SY. The cost will not exceed \$19,000. To be paid from BSEP Music, Visual & Performing Arts and PTA Donations. Requested by Jennifer Corn.
6. Henri Ducharme to provide math games, "Make It" and upper grade boys and girls chess for the Malcolm X after school program. The cost will not exceed \$15,500. To be paid from PTA Donations. Requested by Manuel Enriquez.

7. Viva El Español to provide Spanish language instruction for the Cragmont After School Program. The cost will not exceed \$17,000. To be paid from PTA Donations. Requested by Manuel Enriquez.
8. Play-Well TEKnologies to provide project based programs for Emerson after school program. The cost will not exceed \$13,440. To be paid from PTA Donations. Requested by Manuel Enriquez.
9. Berkeley Alliance to provide professional development for teachers, administrators and other staff on cultural awareness and competence for the 2013SY. The cost will not exceed \$16,000. To be paid from Title II. Requested by Christina Faulkner.
10. Professional Tutors of America to provide tutoring services for one student per agreement. The cost will not exceed \$11,305. To be paid from Special Education Budget. Requested by Kay Alitzer.
11. Crowe Horwath to provide a performance audit for Measure AA for Fiscal Years 2009, 2010, 2011, and 2012 and provide a financial audit for Fiscal Year 2012. The cost will not exceed \$25,000. To be paid from Measure AA. Requested by Lew Jones.
12. Golden Gate Tank Removal to excavate and dispose of contaminate soil and piping and conduct lab sampling at Hillside School. The cost will not exceed \$20,000. To be paid from the General Fund, but will offset a portion of the income from the sale of the Hillside property. Requested by Lew Jones.
13. Increase in contract, PO 330125, to Berkeley Glass Center to provide window and glass repair and maintenance services as needed for the 2013SY. The Board approved \$28,000 on August 22, 2012. The additional contract amount will increase the cost by \$10,000 for a total amount of \$38,000. To be paid from Measure BB. Requested by Steve Collins.

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: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Pauline Follansbee, Director of Fiscal Services
DATE: October 10, 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. Jefferson PTA donated \$5,000 for counseling services, \$3,000 for materials and supplies and \$7,250 for reading support program for a total donation of \$15,250 for Jefferson Elementary School.
2. Target donated \$650.20 to Jefferson Elementary School and \$414.89 to Rosa Parks Elementary School to be utilized as needed for a total donation of \$1,065.09 through the Take Charge of Education Program.
3. In Dulci Jubilo, Inc. donated \$2,000 for the Balanced Literacy Program for Jefferson Elementary School.
4. Wells Fargo Bank donated \$26 through the Foundation Educational Matching Gift Program to be utilized as needed for Thousand Oaks Elementary School.
5. Lifetouch National School Studios donated \$71.88 to be utilized as needed for Thousand Oaks Elementary School.
6. Emerson PTA donated \$330 to purchase instructional art supplies for the 2012-13 SY for Emerson Elementary School.
7. Rikki Moreno donated \$50 through Kaiser Permanente Annual Employee Giving Campaign to be utilized as needed for Rosa Parks School.
8. Cynthia Kuo donated \$634.62 and an anonymous donor donated \$120 through the Wells Fargo Annual Employee Giving Campaign to be utilized as needed for a total donation of \$754.62 for Rosa Parks Elementary School.
9. LeConte PTA donated \$3,337.50 to be utilized for planning, tutoring and assessment support for LeConte Elementary School.

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 \$22,885 in donations.

STAFF RECOMMENDATION

Accept the donations to the District and request staff to extend letters of appreciation.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: A. Kay Altizer, Executive Director of Special Education
DATE: October 10, 2012
SUBJECT: Approve the Master Contract for Non-Public School for 12-13 School Year (Residential)

BACKGROUND INFORMATION

The District contracts with non-public schools for placement of special education students. A number of Berkeley students require residential treatment based on the severity of their emotional disabilities. Under the *Individuals With Disabilities Education Act* (IDEA), the District is responsible to provide those *Educationally Related Mental Health Services* (ERMHS) that ensure the student's access to Free and Appropriate Public Education.

On April 1, 2011 costs associated with room and board were shifted from the Department of Social Services to the public schools. The costs associated with mental health counseling were shifted from county mental health agencies to the public schools on July 1, 2011. A portion of the mental health and room and board costs will be distributed to the District based on an allocation model to be approved by the SELPA Superintendent's Policy Board in Fall 2012.

The District requests approval from the Board to enter into a Master Agreement with the following non-public school offering residential placement.

Residential Non-Public School	# of Students	12-13 Tuition	12-13 Room & Board	12-13 Mental Health	Estimated Total Cost
Heritage School	1	\$24,675.00	80,329.20	27,375.00	132,379.20

DISTRICT GOAL

II. Strategies to Promote Student Success

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

POLICY/CODE

Education Code 39800

FISCAL IMPACT

\$132,379.20 from the Special Education Budget.

STAFF RECOMMENDATION

Approve Master Agreement for the non-public school referenced above, for 2012-13 School Year.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: A. Kay Altizer, Executive Director, Special Education
DATE: October 10, 2012
SUBJECT: Approval of Master Contract for Speech Pathology Group (Non-Public Agency) for 2012-2013 School Year.

BACKGROUND INFORMATION

The District provides Speech and Language and Occupational Therapy for students who require services as part of their individual educational plans (IEPs). The District contracts with California Department of Education (CDE) certified nonpublic agencies for staff positions that cannot be filled through the District's hiring process. The following agency(s) will provide staffing services. When the District is able to hire staff during the school year, there is a notification process specified in the Master Contract for reducing contracted service providers.

Agency	FTE	Estimated Total Cost
Speech Pathology Group Extended School Year	2.33	\$33,642.00
Speech Pathology Group School Year	6.0	\$834,936.00
		\$880,578.00

DISTRICT GOAL

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

POLICY/CODE

Education Code 56363, 49423.5
Public Contract Code 20111
Board Policy 3310

FISCAL IMPACT

The fiscal impact to the District for these services is estimated not to exceed \$880,578.00 funded from the Special Education Budget.

STAFF RECOMMENDATION

Approve Master Agreements for the above referenced Non Public agencies for the 2012 – 2013 School Year.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: A. Kay Altizer, Executive Director, Special Education
DATE: October 10, 2012
SUBJECT: Approval of Master Contracts for Non Public Agencies for 2012-2013 School Year

BACKGROUND INFORMATION

The mandate for Special Education is to provide supports and service to assist students in accessing their education. The following Non Public Agencies certified by the California Department of Education provide highly specialized services based on IEP team decisions.

Non Public Agency	# of Students	Estimated Total Cost
Accentcare, Inc.	1	\$52,200.00
Ala Costa Center	20	\$334,000.00
Behavioral Intervention Assoc. (BIA)	4	\$32,880.00
Deborah Burns-McCloskey	7	\$29,160.00
Judith Lunger-Bergh	20	\$45,444.00
		\$493,684.00

DISTRICT GOAL

II. Strategies to Promote Student Success

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

POLICY/CODE

Education Code 56363, 49423.5

Public Contract Code 20111

Board Policy 3310

FISCAL IMPACT

The fiscal impact to the District for these services is estimated not to exceed \$493,684.00 funded from the Special Education Budget.

STAFF RECOMMENDATION

Approve Master Agreements for the above referenced Non Public agencies for the 2012 – 2013 School Year.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: A. Kay Altizer, Executive Director, Special Education
DATE: October 10, 2012
SUBJECT: Approval of Master Contracts for Non Public School Placement of Special Education Students for 2012-2013 School Year

BACKGROUND INFORMATION

The District contracts with Non Public Schools for placement of Special Education students who require intensive educational services that cannot be provided within the District. All Non Public Schools are certified by the California Department of Education. The District requests approval from the Board to enter into a Master Contract with the following Non Public Schools:

Non Public School	# of Students	Estimated Total Cost
Bayhill High School	4	\$164,080.00
Marin Academic Center	1	\$33,810.00
Star Academy	3	\$167,822.67
	8	\$365,712.67

A Master Agreement has been completed for each Non Public School. The rates negotiated in each agreement were based on SELPA rates for Fiscal Year 2011 - 2012.

DISTRICT GOAL

II. Strategies to Promote Student Success

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

POLICY/CODE

Education Code 398000

FISCAL IMPACT

The fiscal impact to the District for these services is estimated not to exceed \$365,712.67 funded from the Special Education Budget.

STAFF RECOMMENDATION

Approve Master Agreements for the above referenced Non Public schools for the 2012 - 2013 School Year.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: October 10, 2012
SUBJECT: Accept the Completion of the Project to Replace Elevator Controls at the King Media Center Elevator

BACKGROUND INFORMATION

On May 23, 2012, the Board awarded a contract to Dream Ride Elevator to install new controls in the elevator servicing the King Media Center. The project is now complete.

Acceptance of the project will permit staff to file a Notice of Completion with the County and will permit release of retention.

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

California Public Contract Code 20110- 20118.

FISCAL IMPACT

The project is funded through the Measure AA Bond. The project had change orders of \$6,417, or 8.97% above the Board approval. We originally budgeted for change orders of 10%.

STAFF RECOMMENDATION

Accept the project as complete.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 13-012

Authorization To Accept Completion Of The King Media Library Elevator Modernization Project No. 832.1202

WHEREAS, Dream Ride Elevator, a contractor licensed and existing under and by virtue of the laws of the State of California, and having offices at 4780 East Second Street, Benicia, CA, entered into a contract dated June 7, 2012, with Berkeley Unified School District of Alameda County, State of California to secure all labor, materials, mechanical workmanship, transportation, equipment and services necessary for the King Media Library Elevator Modernization project; and

WHEREAS, Project Construction Manager employed by this Board to prepare plans and specifications and to supervise the work has certified in writing to the Board that said contractor has completed the work of said contract in workmanlike and satisfactory manner as of October 10, 2012 and that warranty period begin on this date for this work.

NOW, THEREFORE, BE IT RESOLVED that the project King Media Library Elevator Modernization Project No. 832.1202 is hereby approved and accepted as complete.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this **10th Day of October, 2012.**

AYES:

NOES:

ABSENT:

ABSTAIN:

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: October 10, 2012
SUBJECT: Accept the Completion of the Project to Roof Two Buildings at West Campus and to Paint Three Buildings at West Campus

BACKGROUND INFORMATION

On June 27, 2012, the Board awarded a contract to Petersen Dean to roof three buildings at West Campus. We modified the design criteria from hot mop to cold process during the project in order to mitigate concerns over smells. As a part of this change order, we also reduced the number of roofs from three to two. On June 27, 2012, the Board awarded a contract to Onpoint Construction to paint three buildings at West Campus. These projects are now complete.

Acceptance of the project will permit staff to file a Notice of Completion with the County and will permit release of retention.

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

California Public Contract Code 20110- 20118.

FISCAL IMPACT

The project is funded through the Measure AA Bond. The roof project had change orders of (\$2,905) or (1.06%) below the Board approval. The paint project had change orders of \$5,559, or 8.82% above the Board approval. We originally budgeted for change orders of 10%.

STAFF RECOMMENDATION

Accept the project as complete.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 13-010

Authorization To Accept Completion Of The West Campus Roof and Exterior Paint Project No. 890.1202

WHEREAS, OnPointe Construction, a contractor licensed and existing under and by virtue of the laws of the State of California, and having offices at 8 Seville Court, Millbrae, CA, entered into a contract dated July 6, 2012 and PetersonDean a contractor licensed and existing under and by virtue of the laws of the State of California, and having offices at 7980 Enterprise Dr, Newark, CA, entered into a contract dated July 6, 2012 with Berkeley Unified School District of Alameda County, State of California to secure all labor, materials, mechanical workmanship, transportation, equipment and services necessary for the West Campus Roof and Exterior Paint project; and

WHEREAS, Project Construction Manager employed by this Board to prepare plans and specifications and to supervise the work has certified in writing to the Board that said contractor has completed the work of said contract in workerlike and satisfactory manner as of October 10, 2012 and that warranty period begin on this date for this work.

NOW, THEREFORE, BE IT RESOLVED that the project West Campus Roof and Exterior Paint Project No. 890.1202 is hereby approved and accepted as complete.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this **10th Day of October, 2012.**

AYES:

NOES:

ABSENT:

ABSTAIN:

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: October 10, 2012
SUBJECT: Accept the Completion of the Project to Install New Electrical Service at LeConte and Berkeley Arts Magnet Schools

BACKGROUND INFORMATION

On May 23, 2012, the Board awarded a contract to Decker Electric to install new electrical service at LeConte and Berkeley Arts Magnet. The project is now complete.

Acceptance of the project will permit staff to file a Notice of Completion with the County and will permit release of retention.

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

California Public Contract Code 20110- 20118.

FISCAL IMPACT

The project is funded through the Measure AA Bond. The project had change orders of \$20,614, or 6.93% above the Board approval. We originally budgeted for change orders of 10%.

STAFF RECOMMENDATION

Accept the project as complete.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 13.011

Authorization To Accept Completion Of The PG&E Service Upgrade at LeConte & BAM Project No. 901.1202

WHEREAS, Decker Electric Company, Inc, a contractor licensed and existing under and by virtue of the laws of the State of California, and having offices at 1282 Folsom Street, San Francisco, CA, entered into a contract dated May 24, 2012, with Berkeley Unified School District of Alameda County, State of California to secure all labor, materials, mechanical workmanship, transportation, equipment and services necessary for the PG&E Service Upgrade at LeConte & BAM Project No. 901.1202 project; and

WHEREAS, Project Construction Manager employed by this Board to prepare plans and specifications and to supervise the work has certified in writing to the Board that said contractor has completed the work of said contract in workerlike and satisfactory manner as of October 10, 2012 and that warranty period begin on this date for this work.

NOW, THEREFORE, BE IT RESOLVED that the project PG&E Service Upgrade at LeConte & BAM Project No. 901.1202 Project No. 901.1202 is hereby approved and accepted as complete.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this **10th Day of October, 2012.**

AYES:

NOES:

ABSENT:

ABSTAIN:

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

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: October 10, 2012
SUBJECT: Modification of the Bylaws for the Measure I Citizens' Oversight Committee

BACKGROUND INFORMATION

Attached to this cover memo are revised bylaws for the Measure I Citizens' Oversight Committee. The bylaws were originally approved by the Board on March 23, 2011 and were last modified on August 31, 2011. On September 27, 2012, the Committee discussed AB 1199 which modified committee terms for Proposition 39 bonds. This new law permits members of the Committee to serve up to three consecutive terms. The Committee adopted a motion to request that the bylaws be amended to reflect this change

In Section 8 of the bylaws, the term of office is defined. The recommended edits have been noted. No other modifications are needed to implement this change.

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

Education Code 15282 and 15278. Board Policy 9131.

FISCAL IMPACT

There is no fiscal impact to modifying the bylaws.

STAFF RECOMMENDATION

Approve the revised bylaws.

Bylaws Of the Berkeley Unified School District Measure I Citizens' Construction Oversight Committee

Section 1. Name

The name of this Committee shall be the Berkeley Unified School District Measure I Citizens' Construction Oversight Committee (herein referred to as the "Committee").

Section 2. Meeting Location

The Committee shall meet at the 1720 Oregon Street conference room. The Committee may request a change in the meeting location at a future date. Any permanent change of location must be approved by the Board, and noted by the Secretary of the Committee.

Section 3. Objective and Purpose

The primary objective and purpose of the Committee shall be to monitor and report on the expenditures of Measure I bond proceeds, and to inform the public on those expenditures and bond proceeds. The Committee is also requested to review and report on remaining bond expenditures remaining from Measure A of 1992 and Measure AA of 2000.

Section 4. Members

The Committee shall have seven members appointed by the Board of Education. All members shall be voting members. The members shall elect a Chairperson and Secretary. The composition of the Committee shall meet the requirements of Education Code section 15282. All members must reside in the City of Berkeley.

Section 5. General Powers

The Committee shall have only those powers and authority specifically contained in Education Code Section 15278.

Section 6. Powers

The Committee shall have the power to:

1. Perform any and all duties imposed on them collectively or individually by law, or by these bylaws;
2. Meet at such time and place as required by these bylaws; and,
3. Review, audit and report on the expenditures of Measure I proceeds.
4. Report on new expenditures from Measures A of 1992 and AA of 2000.

Section 7. Actions and Reports

The Committee may engage in the following activities:

1. Receiving and reviewing copies of the annual, independent performance audit required by subparagraph (C) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.
 - a. Receiving and reviewing copies of the annual, independent financial audit required by subparagraph (C) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.
 - b. Inspecting District school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.
 - c. Reviewing efforts by the District to maximize bond revenues by implementing cost-saving measures, including, but not limited to:
 - i. Mechanisms designed to reduce costs of professional fees.
 - ii. Mechanisms designed to reduce costs of site preparation.
 - iii. Recommendations regarding the joint use of core facilities.
 - iv. Mechanisms designed to reduce costs by incorporating efficiencies in school site design.
 - v. Recommendations regarding the use of cost-effective and efficient reusable facility plans.
2. The Committee shall cause an annual report to be furnished to all District Governing Board members, not later than 60 days after the completion of the annual audit of the year-end close of the District's financial records. The report shall contain the following summary information in appropriate detail:
 - a. Committee's ongoing review summary of activities on the expenditure of Measure I bond proceeds;
 - b. Advice given to the public (annually/quarterly) whether the estimated tax to be levied exceeds \$60 per \$100,000 assessed value (Cal. Const. Art. XIII A, Section 1(b)(3).)
 - c. Results of whether bond proceeds were expended on project costs and not used on teacher or administrative salaries or other operating expenses.
 - d. Provide a copy of any report issued to the public in the event the Committee determined Measure I funds were spent improperly or wastefully.
3. The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the Committee that such statements were prepared without audit from the books and records of the Committee.
4. The Committee shall also cause, when appropriate, to be published a public report containing the information on any improper use of

- Measure I proceeds. The Secretary of the Committee shall cause all reports prepared by the Committee to be provided to the Superintendent and the members of the Board of Education upon release to the public. The Chairperson of the Committee shall present all reports to the Board of Education at a regularly scheduled meeting of the Board.
5. All documents of the Committee are considered public records consistent with the California Public Records Act and shall be made available by the Committee to the public in a manner consistent with District Board Policy.
 6. The Committee may vote at any of its regular meetings to establish subcommittees for specific tasks. The Committee shall elect a chair for each subcommittee formed and provide a written assignment for each subcommittee. Subcommittees will comply with the Brown Act, pursuant to Govt. Code, Section 54952, subdivision (b) as required. The Committee may vote at any of its regular meetings to dissolve any subcommittee formed.

Section 8. Terms of Office

Each member shall hold office for two years without compensation. A regular term of office shall begin in March commencing with the regularly scheduled March quarterly meeting and end at the close of business on the day prior to the regularly scheduled March quarterly meeting two years later. A member may apply for a second **and/or a third** two year term. No person may serve more than **three consecutive** ~~two~~ terms. The Board of Education of the District shall be notified of any vacancy and shall have the sole power to fill all vacancies. Any member's term of office may be terminated at any time by a unanimous vote of the Board of Education. The term of office for any member appointed to fill a vacancy, shall be the same as that of the member whose seat was vacated, except that the new member may serve a second term.

Section 9. Place of Meetings; Meetings by Telephone or Telecommunication Equipment

All meetings shall comply with Government Code Section 54950, et seq. (the "Brown Act"). Meetings shall be held at the principal office of the Committee unless otherwise provided by the members, or at such place within the District that has been designated from time to time by resolution of the members. Any meeting, regular or special, may be held by conference telephone, video-screen communication, or communications equipment, so long as all members participating in such meeting can hear one another, public participation is afforded, and the meeting meets all applicable requirements of the Brown Act.

Section 10. Regular Meetings

The Committee shall meet at least once a quarter, with a goal to meet approximately once per month. Meetings shall be cancelled if a quorum cannot be established at the time of the meeting. The election of officers shall occur in

the month of March of every even-numbered year, except that an election may occur at the first meeting of the committee and at the meeting immediately after any office becomes vacant before the scheduled election time.

Section 11. Special meetings

Special meetings of the Committee may be called by the Chairperson or by a majority of the members and called pursuant to Brown Act requirements.

Section 12. Quorum for Meetings.

A quorum shall consist of a majority of the members, or four members, whichever is less.

Section 13. Majority Action as Committee Action

Every act or decision done or made by a majority of the members present at a meeting duly held at which a quorum is present is the act of the Committee.

Section 14. Conduct of Meetings

Meetings of the Committee shall be presided over by the Chairperson of the Committee, or, if no such person has been so designated or, in his or her absence, the Secretary of the Committee or, in the absence of each of these persons, by a temporary Chairperson chosen by a majority of the Directors present at the meeting. The Secretary of the Committee shall act as secretary of all meetings of the Committee, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the meeting.

Section 15. Vacancies

Vacancies on the Committee shall exist upon the death or resignation of any member. Any member may resign effective upon giving written notice to the Chairperson of the Committee, the Secretary, or the Committee as a whole, unless the notice specifies a later time for the effectiveness of such resignation. Vacancies on the Committee may only be filled by the Board of Education.

Section 16. Duties of the Chairperson of the Committee

The Chairperson of the Committee shall be elected by the members of the Committee. Such election shall occur every two years at the organizational meeting, or at any regular meeting, if the office becomes vacant before the end of the term. He or she shall assume all duties normally associated with that office. The Chairperson of the Committee shall conduct the meetings of the Committee. The Chairperson shall, when present, preside at all meetings, and shall see that all orders and resolutions of the Committee are carried into effect. The Chairperson shall: put to a vote and announce the results of actions taken on questions before the Committee; resolve all questions of order (subject to appeal); call special meetings when deemed necessary; make reports to the Board of Education as required by these Bylaws, statute, or as may be requested by the Board of Education, and shall exercise and perform such

other duties as may be prescribed by the Committee from time to time.

Section 17. Duties of the Secretary

The Secretary shall be elected by the members of the Committee, and shall:

1. Keep at the principal office of the Committee the original, or a copy of the Bylaws, as amended or otherwise altered to date.
2. Keep at the principal office of the Committee or at such other place as the Committee may determine, a book of minutes of all meetings, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.
3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.
4. Be custodian of the records.
5. In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, or by these Bylaws, or which may be assigned to him or her from time to time by the Committee.

Section 18. Amendment of Bylaws

Only the Board can amend these Bylaws. Subject to any provision of applicable law, these Bylaws, or any of them, may be recommended by majority vote of the committee, for alteration, amendment, or repeal. Subject to any provision of applicable law, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by approval of the Board of Education.

Section 19. Other Duties as Assigned

The Board may assign additional duties to the Committee as it determines by majority vote of the Board. Such additional duties will not interfere with the Committee completing its duties stipulated in the law or contained in these by-laws.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: October 10, 2012
SUBJECT: Approve a Revised Custodial Allocation for West Campus

BACKGROUND INFORMATION

The District moved into its new administration building this summer. At 2134 Martin Luther King, there was a custodial allocation of 1.0 FTE custodian. Cabinet assessed the situation and recommends that an additional 0.5 FTE is needed to clean the administrative portion of 2020 Bonar Street which now houses additional staff from Oregon Street and includes more square footage.

On September 12, 2012, the Board approved an MOU with Realm High School. As a part of that agreement, Realm High School will pay for custodial services. The need for those services was defined utilizing the same methodology we use to evaluate all our schools. Realm High School should be allocated a 0.8 FTE custodian to account for its custodial needs. The school needs will increase as the population grows and the school occupies more space.

DISTRICT GOAL

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

POLICY/CODE

None

FISCAL IMPACT

There is a yearly increase of approximately \$22,000 per year for the General Fund and a re-imbursement from Realm High School of approximately \$35,000.

STAFF RECOMMENDATION

Approve the increased custodial allocation. The total recommended for this year is 2.3 FTE.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: October 10, 2012
SUBJECT: Approval to Augment the King Field Project to Include an All-Weather Track

BACKGROUND INFORMATION

On August 22, 2012, the Board approved a project to improve the field at King. In the presentation, staff provided an estimate to add an all-weather track to the project. The Board item stated that if it were to be added to the project that several steps should occur:

1. *Process.* One additional community meeting should be called to garner any added feedback on this idea. In addition, the King community may want to weigh in on the budget option presented below; and,
2. *Budget.* The budget would need to be increased by \$530,000 if an all-weather track is added. One way the Board could minimize this impact would be to delete a future landscape project at King. This project is primarily a budget allocation, rather than a defined scope of work. The project budget is \$416,000 and the project was planned to be completed in Summer 2019 and was budgeted to Measure I. The remaining \$114,000 would need to be allocated from the available balance. If this option is chosen, we may also need to shift the entire project from Measure AA to Measure I, because Measure I has a larger balance.”

Board Members also wanted to see if there were other options to reducing the \$114,000, possibly by deleting or reducing additional projects at King.

Staff met with the King Principal, who after consideration of alternatives, thought that the addition of the all-weather track and the deletion of the future landscaping project was a reasonable choice. Other planned King projects were discussed, but staff was unable to identify another future discretionary project at King that could reasonably be eliminated or scaled back. A community meeting was called for September 18th. We were particularly interested in hearing from people who had concerns about an all-weather track. The Meeting was advertised by the Public Information Office and by the City Council Member. Approximately 50 people attended the meeting, about a third of them students. In addition, staff received seven email comments.

The base scope of work was presented. It was explained that if an all-weather track was added that there would be additional cost and the track would be closed for the duration of the project (projected to be June through October 2013). We

stated that the Board would consider action on October 10th. The Principal specifically asked for feedback on whether there was another major landscape area that was not being addressed in order to evaluate the trade-off. After the presentation, we asked for comments. Comments were as follows:

A Member of the community who was involved in the Friends Of the Old Track (Foot) commented that the track is an important part of the community and that he and his group opposed an all-weather track in the past. However, he stated that since that time, all-weather track materials have improved and he is not opposed to the changing of the surface of the track from clay cinder to all-weather.

Several speakers wanted to make sure that the District was not planning to restrict track use. The District stated that there was no plan to restrict use.

Several speakers stated that there should be a budget for maintenance that adequately maintains the existing track. BUSD acknowledged that maintenance of the clay cinder track is difficult. The field designer noted that the drainage improvements scheduled for this project will improve but not completely eliminate the drainage problems of the existing clay cinder track. The District was reminded to be careful to get a warranty for any work.

Another maintenance issue stated was the dust from the clay cinder track. Cinder particles cause problems for the school maintenance staff as particles are tracked onto wood floors of the gymnasium.

There was a statement that the current track problems are the result of the sprinkler system. The District responded that the field has been maintained by an outside group and with the new field, the sprinkler problem will be resolved. The designers noted that there were other problems with track drainage.

There were comments that the health and welfare of the students is of paramount concern. Children with asthma can be affected. In addition, in its present condition, there were several comments that the condition of the existing track could cause accidents.

One suggestion was made to improve existing landscaping on the south hillside next to the track by including new trees.

The materials used for upgrading the track should be checked for toxins. Some people were concerned about the material outgassing. The designers stated that all materials will conform to the State of California requirements.

One community member felt that information on the meeting and scope of construction for the project were not adequately publicized and should have

been posted at the track.

Two community members opposed the upgrade to an all-weather track, preferring a natural surface. Some thought the cinder track was more aesthetic, even wanting to return to a dirt track. Several members questioned whether this was the right time to expend funds on this project.

There was a comment that the existing par course should not be modified.

Several community members as well as parents, teachers, and students are in favor of the all-weather track. The track program has 10% of the school participating now in after-school track and cross-country events.

After hearing from the community, the school administration, teachers and students still maintain their interest in an all-weather track. The King administration is also committed to publicizing the availability of the track to other Berkeley Unified Schools. There was a concern that this could restrict access, but the Principal stated that this should not restrict access.

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

California Public Resources Code 21000 et seq.

FISCAL IMPACT

With the deletion of the future landscape project, there will still be an increase of \$114,000 needed. This can come from the available balance. While no other projects are recommended for deletion or reduction, we do note that there was a budget reduction of \$72,000 at King in the Bond program recommended and approved by the Board on September 12th due to bid savings.

STAFF RECOMMENDATION

Approve the expanded scope of work to include an all-weather track. Increase the consultant fees for Baker Vilar Architects by \$57,000 and Turner by \$25,000. Move the project from Measure AA to Measure I. Delete the future landscape project from Measure I. Formalize the access of other BUSD schools to the King track.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim
Co-Superintendents
FROM: Debbi D'Angelo, Director, Evaluation and Assessment
DATE: October 10, 2012
SUBJECT: Indicators of Progress to Achieve 2010-2013 District Goals

BACKGROUND INFORMATION

In 2010-11, staff identified a number of District Indicators to monitor the District's progress toward achieving its goals and closing the achievement gap. Although the District has a detailed Plan to Close the Achievement Gap that outlines the strategies and action steps that guide the work of staff, the indicators enable the Board and the public to assess the impact of this work. The ten indicators that have been selected are quantifiable. They are aligned with key components in the District's goals and measure progress to achieve desired outcomes. A copy of the Indicators of District Progress has been attached.

This analysis will serve as the first of two presentations on District achievement. The California Department of Education (CDE) is releasing the report on Adequate Yearly Progress (AYP) and Academic Performance Index (API) publicly on October 11. Progress on the AYP and API broken down by school, grade level, race and ethnicity will be presented to the Board on October 24. In addition, progress towards the *2020 Vision* goals will be presented at the *2020* Achievement Gap Symposium on October 11.

The Berkeley Evaluation and Assessment (BEA) Department is also preparing an analysis of each site's performance on the Indicators of Progress to Close the Achievement Gap, so Principals can help their communities monitor their progress in addressing the needs of their students.

DISTRICT GOAL

I. D. Evaluation and Assessment

POLICY/CODE

Education Code Section 52853(a)(4), 60600

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive the District Indicators of Progress to Achieve 2010-2013 District Goals for information.

Berkeley Unified School District
Indicators of Progress to Achieve Goals for 2010 – 2013

1. Reduce the percentage of all students scoring Below Basic (BB) and Far Below Basic (FBB) on the CST in English Language Arts and Math by at least 3% annually.

Reduced % at BB, FBB from 10-11

ELA BB/FBB Percent of Students by Grade Levels

Language Arts	2011-2012	2010-2011	2009-10
District Total	16%	18%	20%
Grades 2-5	10%	14%	16%
Grades 6-8	10%	11%	14%
Grades 9-11	27%	29%	28%

MATH BB/FBB Percent of Students by Grade Levels and Subject Areas

Mathematics	2011-2012	2010-2011	2009-10
District Total	25%	29%	29%
Grades 2-5	9%	12%	13%
Grades 6-8	15%	17%	19%
Grades 9-11	52%	57%	57%
Gr. 2-7 Math	10%	12%	14%
Algebra I (Gr. 7-11)	37%	42%	44%
Geometry (Gr. 8-11)	38%	40%	43%
Algebra II (Gr. 9-11)	54%	61%	56%
Summative Math	46%	46%	39%

- 1.1 Increase the percentage of students scoring proficient or advanced on the CST in English Language Arts and Math.

Increased % at Proficient / Advanced from 10-11

ELA Proficient / Advanced Percent of Students by Grade Levels

Language Arts	2011-2012	2010-2011	2009-10
District Total	66%	61%	59%
Grades 2-5	72%	64%	63%
Grades 6-8	72%	68%	62%
Grades 9-11	55%	51%	54%

MATH Proficient / Advanced Percent of Students by Grade Levels and Subject Areas

Mathematics	2011-2012	2010-2011	2009-10
District Total	58%	54%	55%
Grades 2-5	79%	74%	70%
Grades 6-8	66%	64%	61%
Grades 9-11	27%	23%	24%
Gr. 2-7 Math	75%	72%	68%
Algebra I (Gr. 7-11)	48%	43%	39%
Geometry (Gr. 8-11)	42%	36%	32%
Algebra II (Gr. 9-11)	27%	18%	21%
Summative Math	35%	36%	44%

2. Increase the percentage of third graders demonstrating grade level proficiency by 15% each year to reach 80% by 2013 using the Teacher College Reading and Writing Project (TCRWP) Assessment aligned with the Fountas-Pinnell scale. (TCRWP New in 2010-2011)

Third Grade Proficiency	2011-2012	2010-2011	2009-2010
TCRWP	68%	60%	NA
California Standards Test	66%	56%	45%

2.1 Increase the performance of the 2020 Cohort on the California Standards Test and District Reading Assessment. (TCRWP)

Class of 2020	2011-2012 4th Grade	2010-2011 3rd Grade	2009-2010 2nd Grade
TCRWP	66%	60%	NA
California Standards Test	76%	56%	55%

2.2 Assess the readiness of Kindergartners using the Universal Kindergarten Screening Tool to target and plan instruction to meet the Third Grade Reading goal. (2012-2013 serves as the baseline year.) Kindergarten Readiness is determined by Spring High Fives Standards. (Letter Identification is 15 letters or more; Sound / Letter Identification is 10 alphabetic sounds or more; Oral Language is a score of 2 or higher).

	Average Score	K Ready
Letter Identification (out of 52) -upper / lower	35	81%
Sound / Letter Identification (out of 26)	10	49%
Oral Language Development (1-4 Rubric)	2.5	93%

3. Increase the percentage of English learners meeting the state Annual Measurable Achievement Objectives (AMAO) toward English Proficiency

3.1 Increase the percentage of English learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1) to 75%.

AMAO 1 (State Target)	2011-2012 (56%)	2010-2011 (54.6%)	2009-10 (53.1%)
Progress on CELDT	65.2%	60.6%	61.1%
Met Target	Yes	Yes	Yes

3.2 Increase the percentage of English Learners demonstrating English language proficiency so that at least 60% of English learners will be re-classified as Fully English Proficient within six years of attending BUSD or another California school by 2013.

AMAO 2	<u>Newcomers</u> Less than Five Years		<u>Long-Term Eng Learners</u> Greater than Five Years		Met Targets
	Target	BUSD	Target	BUSD	
2009-10	17.4%	22.2%	41.3%	47.7%	YES
2010-11	18.7%	32.1%	43.2%	51.3%	YES
2011-12	20.1%	28.7%	45.1%	51.7%	YES

4. Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

	DISTRICT K-5	
SUSPENSIONS	2011-12	2010-11
Total End of Year Enrollment	4070	3949
Total Suspensions or / Number of Students Suspended	114 / 62	196 / 101
Percent of Students Suspended	2%	3%
African-American (AA) Enrollment	823 (20%)	798 (20%)
Total AA Suspensions / Number of AA Suspended	75 / 36	103 / 44
Percent of AA Students who were suspended	5%	6%
Percent of Total Suspensions that were AA	57%	53%

	DISTRICT 6-12	
SUSPENSIONS	2011-12	2010-11
Total End of Year Enrollment	5246	5332
Total Suspensions or / Number of Students Suspended	638 / 404	694 / 435
Percent of Students Suspended	8%	8%
African-American (AA) Enrollment	1421 (27%)	1294 (24%)
Total AA Suspensions / Number of AA Suspended	391/ 232	446/ 362
Percent of AA Students who were suspended	16%	28%
Percent of Total Suspensions that were AA	61%	64%

5. Reduce the number of African-American students identified for special education services with a specific focus on reducing the percentage of African-American students found eligible as emotionally disturbed (ED). (BUSD found to be disproportionate for ED as identified by CDE as of 2011-2012.)

	2011-12	2010-11	2009-10
Total BUSD Enrollment as of December CDE Report	9545	9468	9204
African-American Enrollment (Percent of Enrollment)	2031 (21%)	2110 (22%)	2209 (24%)
Number (Percent) of Special Education Students	1102 (12%)	1083 (11%)	1120 (12%)
Number (Percent) Special Education Students who are African American	482 (44%)	478 (44%)	526 (47%)
Percent of African American Students who are Special Education	24%	23%	24%
Number of Students Identified as Emotionally Disturbed	124	132	133
Number (Percent) of African American SPED Identified as Emotionally Disturbed	75 (60%)	81 (61%)	81 (61%)

6. Reduce the number of students with five or more days of unexcused absence and chronic absenteeism* by 5% annually by level. (*missing more than 10% of the school year > 18 days).

Totals	2011-12	2010-11	2009-10
District Total High School Enrollment	3322	3485	3415
District HS students with more than 5 days of unexcused absences	1207 (36%)	1617 (46%)	1626 (48%)
District HS students absent more than 10% of the school year.	835 (25%)	1014 (29%)	1108 (32%)
District Total Middle School Enrollment	1924	1928	1834
District MS students with more than 5 days of unexcused absences	413 (21%)	618 (32%)	736 (40%)
District MS students absent more than 10% of the school year.	186 (10%)	204 (11%)	270 (15%)
District Total Elementary Enrollment	4070	3953	3895
District Elementary students with more than 5 days of unexcused absences	730 (18%)	973 (25%)	1019 (26%)
District Elementary students absent more than 10% of the school year.	232 (6%)	330 (8%)	349 (9%)

7. Implement a district parent survey to set standards for family engagement. This is the first year that we have set standards and assessed the families in the five areas listed below.

(The high schools did not participate in 2011-2012 but will in 2012-2013.)

	Elementary	Middle
% of Families Participating in the Survey	54%	33%
# of Schools with Spanish Version	6	3
Parent Satisfaction Questions Survey Results (Strongly Agree or Agree)		
I feel welcome and connected.	90%	82%
The school values me as an educational partner.	90%	83%
My child has a meaningful, caring relationship with at least one adult.	89%	77%
I know how to access school resources to support my child's academic, social and emotional needs.	78%	74%
I know my child's learning expectations this year.	85%	85%

8. Increase the percentage of parents and students of color serving on an SGC or an SSC so that the representatives on these committees mirror the demographics of our student population.

School Governance Council Membership*	2011-12	2010-11	2009-10
Total Number of Parent and Student SGC/SSC Members	270	270	300
African-American	55 (20%)	48 (18%)	51 (17%)
Asian-American	7 (3%)	13 (5%)	38 (13%)
Hispanic / Latino	40 (15%)	44 (16%)	31 (10%)
Multi-ethnic or Other	16 (6%)	18 (7%)	24 (8%)
White	152 (56%)	147 (54%)	156 (52%)

*As reported to the Governing Board by BSEP in November, 2011.

9. Increase the percentage of certificated employees of color by 3% annually.

The ethnicity for all certificated employees is listed below; the ethnicity for students is included for comparison. These results derive from the annual CDE Census.

Race / Ethnicity	2011-2012		2010-2011	
	% of Students	% of Teachers	% of Students	% of Teachers
African-American, not Hispanic	21%	7%	22%	9%
Asian, not Hispanic	8%	8%	9%	9%
Hispanic / Latino of any race	21%	12%	22%	11%
Two or More Races, not Hispanic	11%	7%	10%	4%
White, not Hispanic	33%	63%	33%	64%
Other Races or No Response	6%	3%	4%	4%

10. Develop WE CARE standards to improve responsiveness to the needs of staff and students.

Staff in each Central Office department has identified key areas for improvement and a pilot survey was developed and administered to management to develop a baseline and then monitor growth.

Number of Management Team Respondents	41
Percent of Respondents answering Strongly Agree or Agree	
WILLINGNESS: When you interact with this department, they demonstrate a willingness to take the extra steps or go the extra mile to assist you.	61%
EMPATHY: This department communicates with you in a caring manner and provides individualized attention.	63%
CONSISTENCY: When you work with this department, they deliver the services in a consistent and dependable manner.	60%
APTITUDE: When you work with this department, they demonstrate a high-level of knowledge and skills regarding the service that they provide.	69%
RESPONSIVENESS: When you interact with this department, you receive a response (email, phone or personal) within 2 business days.	62%
EFFECTIVENESS: When working with this department, the delivered service was of high-quality, effective and user-friendly.	61%

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Neil Smith, Interim Co-Superintendent
DATE: October 10, 2012
SUBJECT: Priorities for 2012-13 aligned with District Goals

BACKGROUND INFORMATION

The School Board approved the District's Goals on October 27, 2010. These goals have been used to guide the development of School Site Plans and to set priorities for staff. Strategies and action steps to help achieve the goals have been identified, and outcomes have been measured to assess progress.

Staff has now prioritized the strategies for the current year aligned with each of the five goals. The priorities for 2012-13, which are attached, are based upon performance data as well as the previous efforts and accomplishments of the District.

DISTRICT GOAL

All

POLICY/CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive the Priorities for 2012-13 for information.

District Goals for 2010 – 13

Focus for 2012 - 13

Goal 1: Curriculum & Instruction

- ▶ Establish a District Leadership Team to define and guide the process for implementing the new K-12 Common Core Standards and Assessments
- ▶ Focus on Academic Language and English Language Development to improve academic outcomes for English learners, African-American and socio-economically disadvantaged students
- ▶ Improve academic outcomes for all students in math, particularly at Berkeley High School, while accelerating the proficiency rate of African-American and Latino students through higher expectations, the identification of key standards, the administration of common assessments, and the use of research-based instructional strategies
- ▶ Implement *Illuminate*, the new data warehouse, to monitor the progress of students and support the alignment of curriculum, instruction, and assessments with standards

Goal 2: Promoting Student Success

- ▶ Ensure the essential components of RtI² are in place at every K-5 school and increase the level of RtI² implementation at the middle schools
- ▶ Strengthen PBIS to reduce incidents of suspendable behavior and disproportionality in consequences
- ▶ Provide targeted social, emotional and academic interventions for two specific cohort groups at Berkeley High School and monitor their progress
- ▶ Collaborate with Berkeley Alliance to identify mentors for African-American male students, starting with 8th and 9th graders
- ▶ Implement new interventions for students, including (1) a TCRWP reading program for students reading below grade level, (2) a pilot class in executive functioning for 7th and 8th grade males, and (3) AVID in grade 9 at BHS
- ▶ Continue to improve student attendance through consistent monitoring, involvement of families, and case management for specific students
- ▶ Expand CTE offerings for secondary school students

Goal 3: Family/Community Engagement

- ▶ Implement the new model of Parent Engagement with site coordinators at six additional schools led by the Supervisor of Family Engagement and Equity
- ▶ Collaborate with our *2020 Vision* partners to improve student outcomes in attendance, Kindergarten readiness, 3rd grade literacy, 9th grade math, and college/career readiness.

Goal 4: Cultural Relevance

- ▶ Work with sites to audit their cultural proficiency using the District Equity Rubric
- ▶ Identify and train a group of Teacher Leaders to guide equity work at the school sites
- ▶ Expand support systems for teachers of color to increase employee retention

Goal 5: Resources

- ▶ Use service standards and the WE CARE model to continue to improve service excellence, personal and cultural awareness and respectful communication.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Christina Faulkner, Director, Curriculum and Instruction
DATE: October 10, 2012
SUBJECT: First Reading to Consider Adoption of *Biology* by Miller and Levine

BACKGROUND INFORMATION

The staff at Berkeley High School is recommending the adoption of the textbook, *Biology*, for use in the ninth grade Advanced Biology course.

Biology, CA Edition, by Miller and Levine is used widely by high schools throughout the state. This edition of the book was written specifically to address the California State Standards; the concepts covered are linked explicitly to the numbered state standards. The book includes free support materials, such as online tutorials and student workbooks. Each chapter includes data analysis and investigation sections in order to teach the skill-based standards for scientific investigations. The reading level is appropriate for ninth grade and includes support for students who struggle with academic language, such as clear identification of scientific vocabulary with definitions and pictures to support student learning.

The textbook is now on display in the Superintendent's Conference Room. The book will be presented to the Board at the next meeting for official adoption.

DISTRICT GOAL

I. Curriculum and Instruction

POLICY/CODE

Board Policy 6161.1

FINANCIAL IMPACT

Approximately \$8,000 for 70 textbooks

STAFF RECOMMENDATION

Receive for information.

District Goals for 2010 – 13

Focus for 2012 - 13

Goal 1: Curriculum & Instruction

- ▶ Establish a District Leadership Team to define and guide the process for implementing the new K-12 Common Core Standards and Assessments
- ▶ Focus on Academic Language and English Language Development to improve academic outcomes for English learners, African-American and socio-economically disadvantaged students
- ▶ Improve academic outcomes for all students in math, particularly at Berkeley High School, while accelerating the proficiency rate of African-American and Latino students through higher expectations, the identification of key standards, the administration of common assessments, and the use of research-based instructional strategies
- ▶ Implement *Illuminate*, the new data warehouse, to monitor the progress of students and support the alignment of curriculum, instruction, and assessments with standards

Goal 2: Promoting Student Success

- ▶ Ensure the essential components of RtI² are in place at every K-5 school and increase the level of RtI² implementation at the middle schools
- ▶ Strengthen PBIS to reduce incidents of suspendable behavior and disproportionality in consequences
- ▶ Provide targeted social, emotional and academic interventions for two specific cohort groups at Berkeley High School and monitor their progress
- ▶ Collaborate with Berkeley Alliance to identify mentors for African-American male students, starting with 8th and 9th graders
- ▶ Implement new interventions for students, including (1) a TCRWP reading program for students reading below grade level, (2) a pilot class in executive functioning for 7th and 8th grade males, and (3) AVID in grade 9 at BHS
- ▶ Continue to improve student attendance through consistent monitoring, involvement of families, and case management for specific students
- ▶ Expand CTE offerings for secondary school students

Goal 3: Family/Community Engagement

- ▶ Implement the new model of Parent Engagement with site coordinators at six additional schools led by the Supervisor of Family Engagement and Equity
- ▶ Collaborate with our *2020 Vision* partners to improve student outcomes in attendance, Kindergarten readiness, 3rd grade literacy, 9th grade math, and college/career readiness.

Goal 4: Cultural Relevance

- ▶ Work with sites to audit their cultural proficiency using the District Equity Rubric
- ▶ Identify and train a group of Teacher Leaders to guide equity work at the school sites
- ▶ Expand support systems for teachers of color to increase employee retention

Goal 5: Resources

- ▶ Use service standards and the WE CARE model to continue to improve service excellence, personal and cultural awareness and respectful communication.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Interim Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: October 10, 2012
SUBJECT: Maintenance and BB Fourth 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 April 21, 2012 through August 24, 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 approved the Annual Plan. The Board approved the Annual Plan.

COMMITTEE MEMBER COMMENTS

There are no Committee member comments. The Committee canceled its September meeting because there was no quorum.

MAINTENANCE

In the reporting period, the evening shift visited nine sites. We started the evening shift on summer work orders earlier than in previous years. We needed more overtime than usual this year.

The fire marshal sent seven new reports. Five reports were clean. The deficiencies were corrected at the other two sites.

The State elevator inspector is still running slow with his inspections. Four elevators were inspected in this reporting period (nine have not been inspected and have expired). An elevator can be used with an expired permit if the inspector has been too busy to inspect it.

This has been a very busy summer. Among the larger projects completed or nearing completion are:

1. The G and H boiler replacement;
2. Creating a new classroom at Cragmont;
3. Slurry sealing and striping at King and Oxford;
4. Playground striping at BAM and Thousand Oaks;
5. Major maintenance of the BHS field;
6. New irrigation and grass at the King softball field;
7. New window coverings at Emerson;

- 8. New play matting at Emerson; and,
- 9. Stage lighting upgrades at Malcolm X and Emerson.

TRAINING

No department-wide training was provided in this period.

GROUNDS

The department selected gardeners to fill vacancies and the six-month positions.

VEHICLES AND EQUIPMENT

We will replace one vehicle in the 2012/2013 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, 2 vacancies
Trade Specific	1 permanent
Maintenance Technician	4 permanent
General Maintenance	2 permanent
Grounds Lead Worker	2 permanent
Grounds	8 permanent
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 Committee reviewed and approved the BB Annual Plan which details the budget for the 2013 Fiscal Year.

CUSTODIAL

The custodians had one less week this year to get school ready and did a good job in contributing to a smooth opening.

UTILITY REDUCTION AND MONITORING

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

PROPERTY MANAGEMENT

Staff has processed 96 permits from April 21, 2012 through August 24, 2012. The gross revenue received in this time period was \$144,386. Berkeley High has processed seven permits from April 21, 2012 through August 24, 2012. The gross revenue received in this time period was \$20,519.

WASTE MANAGEMENT

The custodial staff will participate in a symposium on waste management on staff development day in October. The symposium will be led by the Green Star School program.

HAZARDOUS MATERIALS

Our storm water report was submitted in July. There has been significant asbestos removal at the BHS Old Gym.