

**Berkeley Unified School District
Office of the Superintendent
2020 Bonar Street, Suite 126
Berkeley, CA 94710
Phone: (510) 644-6206 Fax: (510) 540-5358**

BOARD OF EDUCATION – MEETING AGENDA*
Wednesday, April 17, 2013

Call to Order The Presiding Officer will call the Meeting to Order at
6:30 p.m.

Members Present:

Karen Hemphill, President
Josh Daniels, Vice President
Beatriz Leyva-Cutler, Director
Judy Appel, Director

Administration: Javetta Cleveland, Co-Superintendent
Neil Smith, Co-Superintendent
Delia Ruiz, Assistant Superintendent, Human Resources

The Board will recess into closed session after the public meeting has been completed 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).

- a) Conference with Legal Counsel
- b) Consideration of Student Expulsion
- c) Collective Bargaining - Update on negotiations
- d) Public Employee Discipline/Dismissal /Release/Evaluation
- e) Public Employment /Appointment
- f) Liability Claims
- g) Property Acquisition & Disposal
- h) Superintendent's Evaluation

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

The Berkeley Unified School District intends to provide reasonable accommodations in accordance with the Americans with Disabilities Act of 1990. If a special accommodation is desired, please call the Superintendent's Office 48 hours prior to the meeting at 510-644-6206

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 15 minutes – 3 minutes per speaker. Speakers with the same concerns are encouraged to select a spokesperson to address the Board.

APPROVE CONSENT CALENDAR

CONSENT ITEM

This item is considered routine and may be enacted by a single motion.

General Services

1.1-C	<u>Staff Recommendation:</u>	9
Approval of Resolution No. 13-055	Approve Resolution No. 13-	
Honoring In Dulci Jubilo on its	055	
Thirtieth Anniversary of the Art,		
Poetry and Essay Contest		

ACTION ITEM

This item is presented for action at this time.

Educational Services

3.1-A	<u>Staff Recommendation:</u>	11
Approval of Master Plan for English	Approve Master Plan for	
Learners	English Learners	

PRESENTATION ITEM

This item is presented for information and discussion. No Board action is requested.

Educational Services

6:30 p.m.	<u>Staff Recommendation:</u>	15
3.1-P	Receive presentation	
TWI Update		

ADJOURNMENT

Board of Education Meeting Dates – 2013

April 24	June 19 *	October 9
May 1 **	June 26	October 16 *
May 8	No July meeting	October 23
May 15 *	August 21	November 13
May 22	September 11	November 20 *
June 12	September 18 *	December 11
	September 25	

*Study Session

** Special Meeting to fill Board vacancy

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.

		Study Sessions	
January	9	16	23
	CTE	Orientation	Governor's Budget Proposal
February	13	20	27
	Site Plan Format	Negotiations (closed session)	African American Master Plan
March	13	20	27
	Second Interim Budget	Common Core Standards	CTE
April	10	17	24
	BSEP	EL Master Plan/ TWI Update	African American Master Plan DHH Update
May	8	15	22
	Budget Recommendations; Gardening and Cooking	Report on BHS & BTech, including 9 th grade Algebra 1	African American Master Plan; Governor's Revised Budget
June	12	19	26
	Preliminary Budget; McKinney Vento	RTI and Culture/Climate (Parent Engagement)	2013-14 Budget Adoption; Site Plans Approval
July			
	No Meeting	No Meeting	No Meeting
August			21
	No Meeting	No Meeting	Classification and Compensation Study
September	11	18	25
	Unaudited Actuals Closing Books for 12-13	Student Data	CTE
October	9	16	23
	RTI	African American Master Plan	Common Core Standards
November	13	20	
		Board Priorities, Board Goal Evaluation	No Meeting
December	11		
	First Interim Budget	No Meeting	No Meeting

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: Board of Education
FROM: Javetta Cleveland and Neil Smith, Co-Superintendents
DATE: April 17, 2013
RE: Approval of Resolution No. 13-055

BACKGROUND INFORMATION

In Dulci Jubilo celebrates its thirtieth anniversary of the annual Art, Poetry and Essay Contest with the theme "Sweet Joy." For the past 30 years, fourth and fifth graders from the Berkeley Unified School District have participated in the Art, Poetry and Essay Contest which gives students an opportunity to express their ideas through creative writing and visual art.

The attached Resolution expresses the Board of Education's appreciation of In Dulci Jubilo, Inc. for its thirty years of contributing to the success of Berkeley's public school students.

DISTRICT GOAL

None

POLICY/CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve Resolution No. 13-055.



Honors

In Dulci Jubilo on its Thirtieth Anniversary
Resolution No. 13-055

WHEREAS, this year, In Dulci Jubilo celebrates its thirtieth anniversary of the Art, Poetry and Essay Contest with the theme “Sweet Joy”; and

WHEREAS, In Dulci Jubilo, Inc. is a non-profit organization established in 1978 to enhance the quality of life in Berkeley, California; and

WHEREAS, In Dulci Jubilo’s mission is to encourage, inspire, instruct, and help young people enrolled in Berkeley’s public preschools, elementary schools , and secondary schools to develop during their formative years; and

WHEREAS, Each spring for the past 30 years, fourth and fifth graders from the Berkeley Unified School District have participated in In Dulci Jubilo’s Art, Poetry and Essay Contest which gives students an opportunity to express their ideas through creative writing and visual art; and

WHEREAS, In Dulci Jubilo offers support by providing grants to schools and non-profit organizations in the Berkeley community that share its commitment to education; and

WHEREAS, In Dulci Jubilo’s funded projects aim to narrow the achievement gap and provide engaging learning experiences for young people and their families during and after school; and

WHEREAS, in 2012, In Dulci Jubilo awarded over \$30,000 in grants to Berkeley schools including the Student Court that engages students in the discipline process by providing an alternative to suspension, and Music in the Schools, a full-year interactive program offering over 250 classroom visits and dozens of in-school concerts at all eleven Berkeley Unified School District elementary schools; and

WHEREAS, In Dulci Jubilo’s contributions and commitment affirm that all children are the responsibility of all citizens;

THEREFORE, BE IT RESOLVED, the Board of Education recognizes and celebrates the work of In Dulci Jubilo for its thirty years of contributing to the success of Berkeley students by approving and adopting this Resolution on April 17, 2013.

Karen Hemphill, President

Josh Daniels, Vice President

Beatriz Leyva-Cutler, Director/Clerk

Judy Appel, Director

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendent
FROM: Christina Faulkner, Director, Curriculum and Instruction
DATE: April 17, 2013
SUBJECT: BUSD Master Plan for English Learners

BACKGROUND INFORMATION

The Berkeley Unified School District is committed to enabling and inspiring all students “to achieve academic excellence and make positive contributions to our world” (BUSD Mission). In 2008 BUSD drafted and adopted the *2020 Vision for Berkeley’s Children and Youth* to close the achievement gap that was evident between different student populations. One group that was targeted for additional support as a focus of the *2020 Vision* was English Learners (ELs) who are enrolled in every school within our district.

This Master Plan for English Learners is an attempt to outline for parents, staff and the community the options, opportunities, and outcomes BUSD is focused on providing for all students who are learning English as a second language. It is based on a thorough analysis of our existing programs, services, and the previous Master Plan for English Learners. This Executive Summary outlines the most important sections of the Master Plan and summarizes five major areas of focus:

- Identification and initial assessment of all non-English speaking students
- Programs available for English Learners at each grade level
- Staffing and professional development to support program implementation for all staff
- Opportunities for parent involvement and engagement in their child’s educational process, and
- Evaluation and accountability to ensure the district is achieving its goals.

This is an executive summary of the Master Plan for English Learners that will be used as a guide for staff to ensure successful implementation of the various components of our English Learners’ education in Berkeley Unified School District.

Identification and Assessment of English Learners

Every parent or guardian who enrolls a child in the Berkeley Unified School District is required to complete an enrollment packet. This form gives the

district necessary information about the child to ensure s/he is placed in an appropriate educational setting. Included in the questions asked of all parents and guardians are questions about the languages spoken in the home. These four questions identify students who may speak a language other than English and may need additional support. The district is responsible, by law, to assess these students' level of English proficiency. The results of the assessment, called the California English Language Development Test (CELDT), will identify the students as English Learners (ELs) or Initially Fluent English Proficient speakers (IFEFPs). Parents of students identified as ELs then have the opportunity to select the program they believe will best serve their student.

Programs for English Learners

BUSD has long been a supporter of choice in programs for English Learners. There are currently three programs at the elementary (K-5) and middle (6-8) schools and two programs at the high school for English Learners.

- Two Way Immersion Program: The goal of this program is to support students to become bi-literate in both English and Spanish by the end of 8th grade. Students begin their education primarily in Spanish and gradually increase the amount of English during the day. Each EL student is provided English Language Development (ELD) each day to support the transition to being Fully English Proficient (FEP). This program operates at LeConte Elementary School (K-5) and Longfellow Middle School (6-8).
- Spanish Bilingual Program: The goal of this program is to enable Spanish speaking students to become English proficient by supporting them in their native language. Students begin their education primarily in Spanish and increase the amount of English instruction each year so that they are fully English proficient by fifth grade. Each EL student is also provided English Language Development (ELD) each day to support the transition to being Fully English Proficient (FEP). This program operates at Thousand Oaks Elementary School.
- Mainstreamed Program: This program immerses students in English in a traditional, English-only classroom. Students are also provided additional support through English Language Development as a part of each school day. This program is offered at all eleven elementary schools, all three middle schools, and Berkeley High School.
- Secondary Newcomer Programs: Specific support classes for students who are new to education in the United States in grades six through twelve are available at King Middle School and Berkeley High School.

Detailed outlines and expectations for these programs can be found in the Instructional Programs section of the Master Plan.

Staffing and Professional Development

In order to fully implement the program offered in BUSD, it is essential that qualified teachers continue to be hired and supported with professional development designed to strengthen their effectiveness in working with English Learners. All teachers in BUSD are expected to possess a credential that authorizes them to teach English Learners. The Cross-cultural, Language and Academic Development (CLAD) authorization is the most common of these credentials. Teachers who teach in the specialized programs, Two Way Immersion and Bilingual, must possess a Bilingual-CLAD credential (BCLAD). Ongoing professional development is provided to all teachers and staff who work with English Learners in order to ensure teachers continue to receive education on the best practices to serve these students. Currently, BUSD is offering two primary professional development opportunities for teachers on an ongoing basis: Constructing Meaning and Systematic English Language Development, both of which provide teachers with the skills and resources to ensure a high quality education for all English Learners.

Parent and Community Participation

Berkeley Unified believes that parents are our partners in the education of our students and hopes to ensure many ways in which parents can be involved and informed of their child's educational progress. Legally, each school in BUSD must form an advisory council of parents of English Learners. This committee, the English Learner Advisory Committee (ELAC), is to meet to review information about programs, services, and the success of English learners at their site. Each school's ELAC elects a representative to the District English Learner Advisory Committee (DELAC). The DELAC reviews district level information, including student achievement data, funding (Chapter 5 of the Master Plan), and the Master Plan for English Learners. Detailed information about both the ELAC and DELAC roles and responsibilities can be found in the Parent and Community Participation portion of the Master Plan.

In addition to the legally required committees available to parents of ELs, many other BUSD opportunities for engagement are available to all parents, including participation on the School Governance Council at every pre-K-8 school and B-Tech, the School Site Council at BHS, each school's Parent Teacher Association (PTA), and other parent groups and committees.

Many school sites have dedicated parent outreach staff to help parents and guardians learn about options and opportunities for them to be engaged. The Office of Family Engagement and Equity at the district office is also available to all parents in BUSD.

The BUSD Translation Office provides translation of key district documents and offers supports, as available, to ensure interpretation and translation is available to parents to allow them to engage in their child's education.

Evaluation and Accountability

The district annually evaluates its progress in improving student achievement for English Learners in accordance with the requirements set by both the State of California and the Federal Government. Through the annual Title III Accountability Report, the district is evaluated on its success in improving academic outcomes for English Learners. The required levels of proficiency for ELs in BUSD to demonstrate our success can be found in the Assessment and Accountability section of the Master Plan.

In addition to the mandatory Title III requirement for the district, each school site annually evaluates its success with English Learners. This evaluation and the subsequent changes to the academic program to improve support for ELs are written in the Single plan for Student Achievement (SPSA). This plan is updated annually by the School Governance Council who approves the plan and the expenditures to implement the plan. The English Learner Advisory Committee gives feedback on the supports offered to English Learners within the SPSA. These plans are also submitted to the School Board annually for review and approval.

Additional Components of the Master Plan

In order to ensure a comprehensive Master Plan for English Learners, additional sections and addendums as listed below have been included:

- Funding available to support English Learners
- Glossary of Terms
- Frequently Asked Questions (FAQs)

The background information provided here is an executive summary of the plan. A complete copy of the Master Plan is being provided under separate cover.

DISTRICT GOAL

I. Curriculum and Instruction; III. Family/Community Engagement; IV. Cultural and Linguistic Relevance; and V. Resources

POLICY/CODE

Ed Code 450-452

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve the District Master Plan for English Learners.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Christina Faulkner, Director, Curriculum and Instruction
DATE: April 17, 2013
SUBJECT: Update on the Two Way Immersion Program Transition

BACKGROUND INFORMATION

Since the spring of 2012 Berkeley Unified has been preparing to relocate the elementary Two Way Immersion Program to a single school, LeConte Elementary, with the goal of having all entering kindergarten students at LeConte in enrolled in the TWI program.

Since that time, staff has worked to ensure that the transition to having TWI at one site is as smooth as possible. Staff plans to share with the Board the work that has been done and the progress-to-date on the work that is continuing. Staff plans to update the Board on the following topics during the study session:

- TWI workgroup outcomes
- Outreach to parents and community
- Union negotiations
- Enrollment
- Development of LeConte program
- Identification of Spanish curriculum
- Development of Spanish language classes for parents
- Strengthening of the English Language Development program and Language Lab

DISTRICT GOAL

I. Curriculum and Instruction

POLICY/CODE

Board Bylaw 9000

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive the update on the Two Way Immersion Program transition for information.