

Berkeley Unified School District
Office of the Superintendent
2020 Bonar Street, Suite 126
Meeting Location: 2134 Martin Luther King Jr. Way
Berkeley, CA 94710
Phone: (510) 644-6206 Fax: (510) 540-5358

BOARD OF EDUCATION – MEETING AGENDA*

Wednesday, April 24, 2013

Call to Order The Presiding Officer will call the Meeting to Order at 6:00 p.m. and recess to Closed Session and begin Open Session by 7:30 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). 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 - Anticipated Litigation
- 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 - Claim Nos. IN1353, IN1282 and IN1490
- 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

Report Closed Session actions

Approve Regular Meeting Agenda of April 24, 2013

RECOGNITION

Cesar Chavez Essay Contest Winners – Diego Torres, Bailey Ellis, Ishmael Perry, Ryan Nicholas and Irene Santillan

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
Superintendents’ Report

APPROVE CONSENT CALENDAR

CONSENT ITEMS

These items are considered routine and may be enacted by a single motion.

PAGE #

General Services

1.1-C Approval of Board of Education Minutes from April 10 and April 17, 2013	<u>Staff Recommendation:</u> Approve Board of Education Minutes of April 10 and April 17, 2013	10
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Human Resources

2.1-C Approval of Human Resources Report	<u>Staff Recommendation:</u> Approve Human Resources Report 04.24.13	15
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Educational Services

3.1-C Approval of Overnight Field Trips	<u>Staff Recommendation:</u> Approve overnight field trips consistent with District policies and instructional programs	18
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Business Services

4.1-C Approval of Contracts and Purchase Orders	<u>Staff Recommendation:</u> Authorize the Purchasing Manager and/or Deputy Superintendent to execute contracts and purchase orders	21
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4.2-C Approval of Listing of Warrants Issued in March 2013	<u>Staff Recommendation:</u> Approve the listing of warrants issued in March 2013	23
4.3-C Approval of Payroll Warrants Issued in March 2013	<u>Staff Recommendation:</u> Approve payroll warrants issued in March 2013	25
4.4-C Acceptance of Gifts and Donations	<u>Staff Recommendation:</u> Accept the donations and gifts to the District and request staff to extend letters of appreciation	27

Facilities

5.1-C Approval to Award the Roofing Project at Malcolm X Elementary School	<u>Staff Recommendation:</u> Approve roofing project at Malcolm X Elementary School	29
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ACTION ITEM

This item is presented for action at this time.

General Services

1.1-A Approval of List of Applicants to Fill Board Vacancy	<u>Staff Recommendation:</u> Approve list of applicants to fill Board vacancy	31
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PRESENTATION ITEMS

These items are presented for information and discussion. No Board action is requested.

Educational Services

3.1-P Progress Report from Work Group to Accelerate the Achievement of African American Students	<u>Staff Recommendation:</u> Receive report from Work Group to Accelerate the Achievement of African American students	32
3.2-P Update on Program for Deaf / Hard of Hearing Students	<u>Staff Recommendation:</u> Receive update on program for Deaf/Hard of Hearing students	38

3.3-P Proposal for Budget Allocations in 2013-14	<u>Staff Recommendation:</u> Receive proposal for budget allocations in 2013-14 for consideration	40
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Facilities

5.1.P Increase in Custodial Budget for 2013-14	<u>Staff Recommendation:</u> Receive proposal to increase custodial budget for consideration	43
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INFORMATION ITEM

This item is presented for information only. No action is required.

Facilities

5.1-I A Report on BHS Project	<u>Staff Recommendation:</u> Receive report on Berkeley High School Project	45
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**EXTENDED PUBLIC TESTIMONY
ADJOURNMENT**

Board of Education Meeting Dates – 2013

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

*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

Minutes, Regular Meeting

Wednesday, April 10, 2013
Berkeley Unified School District
2134 Martin Luther King Jr. Way
Berkeley CA 94704

OFFICIAL MINUTES

Roll Call 6:00pm

Members Present:

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

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

The meeting was called to order at 7:42 pm.

Report Closed Session Actions

The Board received an update on Collective Bargaining – Negotiations
The Board gave direction to staff regarding a possible claim against
District.

APPROVAL OF REGULAR AGENDA

Appel/Leyva-Cutler and approved on a vote of 4-0

RECOGNITION

BHS Senior Joannel Poyaoan, KPIX Student Rising Above Scholarship
Winner

Public Testimony

Several people addressed the Board, on a few topics including the BHS
tennis courts and the Board vacancy.

UNION REPORT

Daria Wrubel, BCCE member, spoke.

COMMITTEE REPORTS

A P & O Committee member addressed the Board.

Board Members' Reports

Applications for the Board vacancy position are due by April 15th to Deborah Turner in the Superintendent's Office and the Board will hear statements from nominated applicants on May 1st. The Board has completed a second round of interviews for the Superintendent search, and the search firm is thoroughly vetting the candidates and checking references.

Information about current and upcoming state legislation was provided.

Thanks was expressed to staff and the City of Berkeley for their efforts in coordinating a summer reading program for third graders and students who are reading below grade level.

Student body elections are occurring at BHS. The BHS Lacrosse team are currently number one in the league. BHS has implemented a new recycling program in the courtyard.

Superintendents' Reports

- A draft of the EL Master Plan and update on the TWI consolidation will be presented to the Board next Wednesday at the 2020 Bonar location.
- The Superintendent's Budget Advisory Council will meet on April 16th.

APPROVE CONSENT CALENDAR

Leyva-Cutler/Daniels and approved unanimously 4-0

PRESENTATION ITEM

1.1-P

Presentation on the Financial Impact of Berkeley Schools Excellence Program (BSEP)

INFORMATION ITEMS

3.1-I

Proposed New Textbook for Accounting at B-Tech for Adoption Consideration

Received for Information

5.1-I

Facilities Plan Update

Received for Information

EXTENDED PUBLIC TESTIMONY

A community member addressed the Board regarding BSEP.

President Hemphill adjourned the meeting at 9:41 pm.

Beatriz Leyva-Cutler, Clerk
Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

Minutes, Regular Meeting

Wednesday, April 17, 2013
Berkeley Unified School District
2134 Martin Luther King Jr. Way
Berkeley CA 94704

OFFICIAL MINUTES

Roll Call 6:30pm

Members Present:

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

Administration: Javetta Cleveland, Co-Superintendent
Neil Smith, Co-Superintendent

The meeting was called to order at 6:36 pm.

Report from Closed Session

The Board discussed collective bargaining and received an update on negotiations.

Superintendent Selection

The Board selected Dr. Donald Evans as the finalist for District Superintendent. The District will issue a press release regarding his selection as finalist on Friday morning, April 19.

Leyva-Cutler/Appel and approved unanimously 4-0

Appointment of Administrator

Mr. Mel Stenger was appointed to the position of Principal at Washington Elementary School.

Hemphill/Appel and approved unanimously 4-0

APPROVAL OF REGULAR AGENDA

Leyva-Cutler/Appel and approved on a vote of 4-0

Public Testimony

Several students addressed the Board.

CONSENT ITEMS

Daniels/Leyva-Cutler and approved on a vote of 4-0

ACTION ITEM

3.1-A

Approval of Master Plan for English Learners

Postponed: Item to be brought back to the Board for approval on June 12, 2013.

Master Plan for English Learners was presented to the Board by Christina Faulkner, Director of Curriculum and Instruction.

PRESENTATION ITEMS

3.1-P

TWI Update

EXTENDED PUBLIC TESTIMONY

None

President Hemphill adjourned the meeting into closed session at 8:50 pm.

Beatriz Leyva-Cutler, Clerk
Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: April 24, 2013
DISTRICT GOAL: V: Efficient Use of Resources
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT
 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>						
Lauren Benjamin	Permanent	Teacher	1.0	Berkeley High	08/26/13	06/13/14
Barry Fike	Permanent	Teacher	1.0	Jefferson	08/26/13	06/13/14
Amanda Green	Permanent	Teacher	1.0	Berkeley High	08/26/13	01/16/14
Susan Lee	Permanent	Teacher	1.0	Arts Magnet	05/17/13	11/26/13
Elizabeth Little	Permanent	Teacher	.40	King	03/18/13	06/14/13
Jamie Robertson	Permanent	Teacher	.80	Longfellow	03/03/13	03/15/13
<u>RECISSION OF LEAVE</u>						
Alison Kelly	Permanent	Teacher	1.0	Rosa Parks	03/19/13	
<u>SEPARATION</u>						
Arthur Hsieh	Temporary	Teacher	N/A	Adult School	04/09/13	
<u>RETIREMENT</u>						
Phoebe Tanner	Permanent	Teacher	1.0	King	06/14/13	
<u>NEW HIRES</u>						
Claudette Aguilar	Temporary	Teacher	N/A	Adult School	04/08/13	06/30/13
Mark Baker	Temporary	Teacher	.40	King	03/18/13	06/14/13
Jessica Cislowski	Temporary	Teacher	1.0	Arts Magnet	02/04/13	05/03/13
Sara Cita	Temporary	Teacher	N/A	Adult School	04/08/13	06/30/13
Jonas LaMattery- Brownell	Temporary	Teacher	.40	Independent Study	12/13/12	06/14/13
Holly Mendes	Temporary	Teacher	.80	Malcolm X	04/08/13	04/30/13
Holly Mendes	Temporary	Teacher	1.0	Malcolm X	05/01/13	06/14/13
Tricia Mool	Temporary	Teacher	.60	Washington	04/08/13	06/14/13
Cessani Smith	Temporary	Teacher	N/A	Adult School	04/08/13	06/30/13

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>SEPARATIONS</u>						
Edward Carmichael	Probationary	Custodian I	1.0	Maintenance	03/06/13	
Cathleen Hackbarth	Permanent	Administrative Coordinator	1.0	Special Education	04/02/13	
Tracy Miller	Permanent	Food Service Satellite Operator	.73	B-Tech	03/20/13	
Marielle Martinez	Probationary	Instructional Technician	.53	LEARNS at Emerson	03/29/13	
<u>RETIREMENT</u>						
Theresa Leader	Permanent	Instructional Assistant, Special Ed., SHC	.80	Le Conte	02/26/13	
<u>LEAVES</u>						
Jacqueline Carter- Sharick	Permanent	Instructional Assistant, ECE	.60	Jefferson	03/12/13	04/05/13
Robert Castillo	Permanent	V& E Mechanic	1.0	Transportation	03/25/13	04/10/13
Romila Khanna	Permanent	Instructional Assistant, ECE	.80	Hopkins Preschool	04/01/13	04/26/13
Paula Shoemaker	Permanent	Student Assignment Specialist	1.0	Admissions	03/14/13	03/22/13
Vanessa Williams-Bell	Permanent	Instructional Technician	.53	LEARNS at Malcolm X	03/22/13	06/14/13
Jozef Woroniecki	Permanent	Supervisor, Sous Chef	1.0	Central Kitchen	03/21/13	04/15/13
Kevin Younger	Permanent	Payroll Specialist	.20	Payroll	04/01/13	04/30/13
<u>NEW HIRES OR REHIRES</u>						
Shealyn Bissell	Probationary	Instructional Technician	.60	LEARNS at Longfellow	04/08/13	*
Arhonda Caldwell	Probationary	Clerical Specialist	1.0	Berkeley High	03/05/13	*
Imillian Finch	Probationary	Instructional Technician	.43	LEARNS at Thousand Oaks	03/28/13	*
Mary Layton	Probationary	Instructional Assistant, Special Ed., Attendant	.60	King CDC	03/26/13	*
Jocelyn Leche	Probationary	Instructional Technician	.47	LEARNS at Emerson	04/09/13	*
Alva Leung	Probationary	Sr. Budget Analyst	1.0	Business Services	04/01/13	*
Renato Ramento	Probationary	Clerical Assistant I	.53	King	03/18/13	*

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>NEW ASSIGNMENT</u>						
Teri Adams- Carmichael	Probationary	Instructional Technician	.47	Le Conte	04/10/13	
Linda Canady	Permanent	Food Service Satellite Operator	.83	Malcolm X	03/11/13	
*Upon completion of six work months ** Upon completion of one work year						
<i>Page 3 of 3</i>						

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Christina Faulkner, Director, Curriculum and Instruction
DATE: April 24, 2013
SUBJECT: Overnight Field Trips

BACKGROUND INFORMATION

The following overnight field trip requests are being made:

Southwest Region Junior Rowing Championships, Lake Natoma, Rancho Cordova, May 3-5, 2013

Approve participation of seventy Berkeley High students and six coaches from Berkeley High plus 16-20 other adult chaperones, to participate in the Southwest Region Junior Rowing Championships, taking place at Lake Natoma, Rancho Cordova, May 3-5, 2013. All chaperones will be present at the regatta site as well as at the hotels. Coaches will carry emergency information cards, medical forms and a complete roster of phone numbers for all participants. Parent chaperones and the hotel front desks will have the cell phone numbers of all coaches and parent chaperones.

Transportation to Lake Natoma will be by school bus. Lodging has been reserved in Rancho Cordova at the Red Lion for boys and the Hyatt House for girls. Parents will provide transportation home. The cost of the trip, \$175.00/per student, is being paid by parent donations. No student will be denied access based on inability to pay. Requested by Kristin Glenchur, Vice Principal, Berkeley High.

BHS Student Body Presidents' Conference, San Ramon Marriott, May 19 – 20, 2013

Approve participation of six Berkeley High School students and one teacher on a two-day, one-night field trip to the annual Student Body Presidents' Conference at the San Ramon Marriott Hotel. The group will depart BHS on Sunday, May 19, at 11:00 a.m., and return Monday, May 20, at 4:00 p.m. The teacher has submitted a "Notification of Adults Driving Private Vehicles" as required by Resolution 04-65 and will provide transportation for students to and from the event. This conference enables the BHS 2013-14 Student Leadership Team to receive training in organizing leadership plans while working with other student leadership teams from around the state. During the conference students will develop team building skills and learn to identify the needs of all students in order to be effective in their roles as Student Body leaders. Students will sleep in supervised, gender specific rooms at the Marriott Hotel. The total cost of \$1,105 will be paid with ASB Funds and parent donations. No student will be denied access based on inability to pay. Requested by Vernon Walton, Vice Principal, Berkeley High.

Mosaic Project Camp, Napa, CA, May 28 - June 1, 2013

Approve participation of two groups of twenty-two fourth grade students and one teacher from Washington Elementary School on a five-day, four-night field trip to Mosaic Project Camp, which provides a staff of trained adults to work with student groups. The group will depart Washington at 9:30 a.m. on Tuesday, May 28, and return at 4:00 p.m. on Saturday, June 1, 2013. This field trip enables students to learn social skills, including conflict resolution. Students sleep in supervised, gender specific cabins on the grounds. District buses will provide transportation. The total cost of \$7,200 will be paid with PTA and parent donations. No student will be denied access based on inability to pay. Requested by Rita Kimball, Washington Principal.

Sierra Outdoor School, Sonora, CA, May 22 – 24, 2013

Approve participation of forty-seven fourth grade students, two teachers, and four other adults from LeConte Elementary School on a three-day, two-night field trip to the Sierra Outdoor School in Sonora, CA. The group will depart LeConte at 7:30 a.m. on Wednesday, May 22, and return on Friday, May 24, at 5:30 p.m. BUSD will provide transportation. Students will learn about the historic significance of the gold rush and its effect upon the environment. Students will be housed in gender specific dorms. The cost of \$200 per student is being paid by the LeConte PTA, BSEP funds and parent donations. No student will be denied access based on inability to pay. Requested by Kathryn Singh, LeConte Principal.

Petaluma Adobe Historic State Park, Petaluma, CA, May 28 - 29, 2013

Approve participation of twenty-five fourth grade students, one teacher and eleven other adults from Cragmont Elementary School on a two-day, one-night field trip to Petaluma Adobe Historic State Park and Sonoma Mission. The group will depart Cragmont Elementary at 9:30 a.m. on Tuesday, May 28, and return at 2:30 p.m. on Wednesday, May 29, 2013. Students will participate in a living history program, experiencing examples of life and activities from the California Rancho Period. BUSD will provide transportation. Students will sleep in supervised, gender specific areas in the Fandango Room. The \$1,200 cost for this trip is being paid from a BPEF grant and parent donations. No student will be denied access based on inability to pay. Requested by Evelyn Bradley, Cragmont 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 overnight field trips consistent with the District Policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Rose Garcia, Purchasing Agent
DATE: April 24, 2013
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. Increase in contract, PO 330653, to Bay Area Community Resources to provide mental health support services for Oxford School for the 2013 SY. The Board approved \$18,200 on January 23, 2013. The additional contract amount will increase the cost by \$5,000 for a total amount of \$23,200. To be paid from Donations. Requested by Susan Craig.
2. Increase in contract, PO 330652, to Bay Area Community Resources to provide mental health support services for Cragmont School for the 2013 SY. The Board approved \$16,000 on August 22, 2012. The additional contract amount will increase the cost by \$5,000 for a total amount of \$21,000. To be paid from Donations. Requested by Evelyn Bradley.
3. Increase in contract, PO 331586, to YMCA of the Central Bay Area to provide youth sports leader support at Thousand Oaks for the 2013 SY. The Board approved \$11,064 on January 9, 2013. The additional contract amount will increase the cost by \$11,063 for a total amount of \$22,127. To be paid from PTA Donations. Requested by Gayle Hughes.
4. Increase in contract, PO 331040, to Bay Area Community Resources to provide mental health support services for Thousand Oaks School for the 2013 SY. The Board approved \$34,000 on October 10, 2012. The additional contract amount will increase the cost by \$5,000 for a total amount of \$39,000. To be paid from Donations. Requested by Gayle Hughes.

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, Co-Superintendents
FROM: Pauline E. Follansbee, Fiscal Director
DATE: April 24, 2013
SUBJECT: Approve Listing of Warrants issued in March 2013.

BACKGROUND INFORMATION

Each month the District writes several checks to vendors for services provided and goods received. The checks are written against both the Restricted and Unrestricted General Fund. The summaries of warrants for the month of March 2013 are attached for the Board's review.

DISTRICT GOAL

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

POLICY/CODE

Educational Code Section 41010 et seq.

FISCAL IMPACT

\$5,181,845.89 for the month of March 2013 from various funds

STAFF RECOMMENDATION

Approve the monthly bill warrant list for the month of March 2013.

BERKELEY UNIFIED SCHOOL DISTRICT

District Bill Warrant - Accounting Department

BILL WARRANT FOR MARCH 2013

FUNDS	AMOUNT
GENERAL FUND	\$1,246,719.56
MEASURE BB FUND	\$94,920.13
SCHOOL ENRICHMENT FUNDS	\$95,765.09
MEASURE B	\$118.97
ADULT FUND	\$22,047.64
CHILD DEVELOPMENT FUND	\$24,062.06
CAFETERIA FUND	\$179,062.67
MEASURES A AND I (BOND FUNDS)	\$1,647,734.48
SELF INSURANCE FUND	\$129,368.84
PAYROLL/BENEFITS CLEARING	\$1,742,046.45
TOTAL DISTRICT BILL WARRANT	<u><u>\$5,181,845.89</u></u>

Approved By :

PAULINE E. FOLLANSBEE
DIRECTOR OF FISCAL SERVICES

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Pauline Follansbee, Director of Fiscal Services
DATE: April 24, 2013
SUBJECT: Receive and Approve Information on the Issuance of Payroll Warrants for Employee Services for March 2013.

BACKGROUND INFORMATION

On a regular basis, the Board receives information on the total amount paid employees during a month. The attached represents a summary of pay warrants from various funds for the month of March 2013.

DISTRICT GOAL

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

POLICY/CODE

Educational Code 41010 et seq.

FISCAL IMPACT

\$6,704,219.77 for the month of March 2013 from various funds.

STAFF RECOMMENDATION

Approve payroll payments made in March 2013.

**BERKELEY UNIFIED SCHOOL DISTRICT
DISTRICT PAYROLL – ACCOUNTING DEPARTMENT
March 2013**

<u>COMPUTER GENERATED</u>	<u>AMOUNTS</u>
GENERAL FUND	\$5,231,225.32
MEASURE BB FUND	\$178,321.43
BSEP MEASURE A	\$625,695.67
ADULT FUND	\$261,987.14
CAFETERIA FUND	\$144,344.09
CHILD DEVELOPMENT	\$231,305.79
MEASURE A+AA (BOND FUND)	\$17,327.92
SELF INS. FUND	\$14,012.41
TOTALS	\$6,704,219.77

APPROVED BY: _____
Pauline Follansbee, CPA
Director of Fiscal Services

April 24, 2013

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Pauline Follansbee, Director of Fiscal Services
DATE: April 24, 2013
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. Wells Fargo Bank donated \$754.62 through their Foundation Education Matching Gift Program to be utilized as needed for Rosa Parks School.
2. Brian Jones donated \$146.11 through the Wells Fargo Community Support Campaign to be utilized as needed for Washington School.
3. The Walt Disney Company Foundation donated \$2,500 to partially fund art classes at Washington Elementary School.
4. Washington PTA donated \$8,000 to partially fund cost for student art lessons for Washington School.
5. Thousand Oaks PTA donated \$2,000 to purchase an Ellison Die Cut machine, die cuts and storage containers for Thousand Oaks School.
6. Berkeley High Development Group donated \$3,080 to partially fund Academic Choice AP History tutoring program for Berkeley High School.
7. Berkeley Public Education Foundation donated \$750 for the Breakfast Club for King Middle School.
8. Berkeley Public Education Foundation donated \$634 to purchase poster boards for student science fair projects for Cragmont School.

DISTRICT GOAL

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

BOARD POLICY

BP 3290

FISCAL IMPACT

The District received a total \$17,864.73 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, Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: April 24, 2013
SUBJECT: Approve a Contract With State Roofing to Replace the Roof of the Main Building at Malcolm X School

BACKGROUND INFORMATION

On February 13, 2013, the Board approved the advertisement of a project to replace the roof of the main building at Malcolm X School. Ten bids were received. The second lowest bidder had minor irregularities in his unit costs. Staff is recommending that the bid be awarded to the lowest bidder.

The award of the base bid and all allowances to the low bidder will put the project approximately \$100,000 under budget. The bidding climate is very favorable.

DISTRICT GOAL

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

POLICY/CODE

Public Contract Code 20110 – 20118

FISCAL IMPACT

Cost to be paid from the Measure AA Bond.

STAFF RECOMMENDATION

Approve State Roofing to replace the roof over the main building at Malcolm X School for a total of \$179,980.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION No. 13-056

Authorization to Award Contract for Malcolm X Roof Upgrade Project 826.1301

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Malcolm X Roof Upgrade Project 826.1301. Bids were opened on April 9, 2013 at 2:00pm, and the following 10 bids were received and deemed qualified:

CONTRACTOR	Base Scope A	Allow#1 B	Allow#1 C	Allow#1 D	Allow# 1E	Total Base Bid	Unit a.	Unit b.	Unit c.	Unit d.
State Roofing	\$177,200	\$1,450	\$600	\$220	\$510	\$179,980	\$2.90	\$6.00	\$110.00	\$255.00
Waterproofing Assoc	\$212,818	\$1,875	\$575	\$1,000	\$600	\$216,868	\$3.75	\$5.75	\$500.00	\$300.00
Peterson Dean	\$240,450	\$1,750	\$1,200	\$1,000	\$600	\$245,000	\$3.50	\$12.00	\$500.00	\$300.00
Solano County Roofing	\$249,700	\$1,500	\$400	\$1,400	\$2,000	\$255,000	\$3.00	\$5.00	\$700.00	\$1,000.00
Best Contracting Svc	\$254,985	\$1,125	\$860	\$330	\$1,300	\$258,600	\$2.25	\$8.60	\$165.00	\$650.00
Alcal Roofing	\$255,700	\$2,150	\$525	\$2,200	\$1,900	\$262,475	\$4.30	\$5.25	\$1,100.00	\$950.00
Western Roofing	\$262,000	\$3,000	\$800	\$1,200	\$1,900	\$268,900	\$6.00	\$8.00	\$600.00	\$950.00
Pioneer Contractors	\$299,000	\$2,000	\$900	\$2,400	\$2,000	\$306,300	\$4.00	\$9.00	\$1,200.00	\$1,000.00
Stronger Building	\$307,500	\$2,500	\$1,500	\$600	\$600	\$312,700	\$5.00	\$15.00	\$300.00	\$300.00
Andy's Roofing	\$368,263	\$2,865	\$1,979	\$1,500	\$1,700	\$376,307	\$5.73	\$19.79	\$750.00	\$850.00

WHEREAS, State Roofing is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 826.1301 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of State Roofing, for the Total Base Bid in the amount of \$179,980 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 24th day of April, 2013.

AYES:

NOES:

ABSENT:

ABSTAIN:

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Neil Smith and Javetta Cleveland, Co-Superintendents
DATE: April 24, 2013
RE: Board of Education Vacancy

BACKGROUND INFORMATION

The following candidates have submitted applications to fill the Board vacancy. The Board will determine which candidates will advance to the next phase of the process.

1. Alper, Ty
2. Bloomsburgh, Peter
3. Bolgatz, Michael
4. Hall, Meleah
5. Klein, Spencer
6. Lindheim, Dan
7. Rao, Satish
8. Roos-Collins, Margit
9. Sinai, Julie
10. Zoidis, Mark

DISTRICT GOAL

None

POLICY/CODE

BB 9100

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve and determine which candidates will present three-minute oral statements to the Board on May 1, 2013.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Debbi D'Angelo, Director, Evaluation and Assessment
DATE: April 24, 2013
RE: Status Report on Plan to Accelerate the Achievement of African American Students

BACKGROUND INFORMATION

The recommendation to develop a District plan to accelerate the achievement of African-American students was presented to the Board in December. This is the third of three status reports, intended to keep the Board up-to-date on the progress to develop this plan. Staff intends to present detailed recommendations for 2013-14 to the Board on May 22, 2013.

The purpose of this three-month planning process has been defined as follows:

- * Build upon the previous work to achieve the *2020 Vision* and the District's Plans to Close the Achievement Gap to choose the next steps for BUSD
- * Examine data to identify the students who do not appear to be benefitting from current efforts and need additional support
- * Select actions designed to improve outcomes for identified students based on national research on effective practices and familiarity with BUSD

In the last status report, presented to the Board on February 27th, staff reviewed the demographic and achievement data for African-American students in the District as compared to their peers and the decision to focus on the Middle School in 2013-14.

This report includes (1) a brief overview of the research on this topic, (2) a summary of findings from the student focus groups, the parent focus group and the community meeting, and (3) proposed high-leverage strategies based on best practices in Berkeley schools and other districts that have demonstrated success in improving outcomes for African-American students.

Review of National Research

The work group reviewed national research to identify best practices for African-American students. A list of the research articles are provided in the accompanying section on Best Practices. The group identified four common areas of focus in the research that affect outcomes for African-American students: racial identity, classroom climate, instruction and support systems. Within these four areas, the nationally recognized best practices were summarized by the work group as follows:

Classroom Climate: A classroom climate that promotes fairness (equity vs. equality) and high quality teacher-student relationships creates an effective learning environment for African-American students. Further findings suggest that when African-American students are treated as competent, they will likely demonstrate competence. Classroom environments that promote “High Help / High Performance” provide a vehicle in which African-American students can ask for help and structures by which teachers enable students to be successful.

Instruction: Effective pedagogical practice involves in-depth knowledge of the students as well as the subject matter. Instructional methodologies such as teacher collaboration, group work, and affirming every student’s contribution (not just the students who are raising their hands) further engaged students in the learning process. Instructional scaffolding for students is necessary to extend students’ thinking and abilities beyond what they already know and acknowledge what skills students need to master the learning objectives.

Support Systems: In addition to performance goals, systems and structures are necessary to ensure that greater numbers of African-American students graduate high school prepared for success in college and their careers. These structures can include: 1) reducing the use of harsh and extreme policies that result in disproportionately higher rates of suspension and expulsion for African-American students, thus “pushing” African-American students out of school; 2) expanding the use of school discipline models that promote retention and academic engagement in schools, for example, restorative justice practices that keep students in school and build their efficacy as students.

Focus Groups Update

Staff conducted focus groups with African-American students at Berkeley High School facilitated by Berkeley High Staff and at the Middle Schools, facilitated by the Berkeley Alliance. This information along with the Spring 2012 BHS student survey enabled the group to hear from our students. Staff is examining the information from the Parent Engagement Community Meetings held last year, the parent focus group held on April 10th and the community forum held on April 16th. Both the parents and students indicated the need for more racially and culturally responsive practices for students and parents, inclusive school and classroom climates, and meaningful relationships with staff. In addition, parents expressed the need for a more diversified staff and district practices that promote the recruitment, hiring and retention of teachers and administrators of color who embrace a culturally responsive educational climate. The participating parents appreciated the opportunity to voice their concerns and opinions and requested more community forums and focus groups.

Best Practices in Berkeley and in Similar Districts

The work group identified and highlighted the best practices within Berkeley and in other districts that have achieved positive results for African- American

students. Since the focus is on the middle schools, the secondary school principals were interviewed to prioritize these best practices. The work group considered all of this information to identify the following four high-leverage strategies to be implemented in the middle schools in 2013-14:

Racial and Cultural Competency: Provide professional development for all middle school staff members to build foundational knowledge for infusing racially and culturally responsive practices into their work with students, families, and co-workers.

Response to Intervention and Instruction (RtI²) including a Positive Behavior and Intervention System (PBIS): Implement a continuum of academic, behavioral, and/or other intervention strategies for the Middle Schools.

Student Engagement/Mentoring: Address the need for African American students to feel successful, actively engaged in the classroom and in school life, and on a pathway to success. Strategies will include effective mentoring and coordination of support services for targeted students.

Middle School Bridge Program: Design a Middle School Bridge program targeting identified African-American students beginning with a 5th to 6th grade cohort from all three middle schools. Curriculum will focus on self-confidence, leadership, organizational skills and navigating Middle School.

In addition to the four strategies focusing on Middle School, the group is recommending two additional K-12 strategies:

Family/Community Engagement: Convene an on-going African-American Parent Advisory Committee to establish systems and structures to engage African-American families as essential partners in supporting the academic achievement of their children.

Recruitment and Retention of K-12 Teachers and Administrators of Color: Strengthen the District's commitment to meet Goal IV, Strategy B in the Action Plan to Close the Achievement Gap: develop and invest in prospective and current K-12 teachers and administrators of color by establishing networking, mentoring and other support systems.

The rationale and research for implementing each of the proposed strategies are listed below.

Racial and Cultural Competency

Rationale: Equity Rubric Section 3, Student Centered Learning and Teaching. Sections: Culturally Responsive Teaching. Student Focus Group Narrative Data Notes collected from middle schools, Pamela Harrison-Small.

Research: *Desire to Learn*, Jeffrey Lewis, Ph.D. & Eunhee Kim, Ph.D.; *Who Really Cares - The Disenfranchisement of AA Males in Pre-K School*, Tyron G. Howard, UCLA; *Challenge the Status Quo*, Ivory A Tolson, Ph.D; *Toward a Critical Race Theory*, Gloria Ladson-Billings; *Race & Schooling of Black America*, Claude Steele.

Response to Intervention and Instruction (RtI²) including a Positive Behavior and Intervention System (PBIS)

Rationale: References in research as a proactive approach to keep struggling students engaged and connected to school. www.otlcampaign.org Cited in best practices of BUSD and other districts that have made progress in closing the achievement gap.

Research: *Closing Achievement Gap*, P-16 Council, California Dept. of Education; *Reducing Disproportionate Minority Representation in Special Education Programs for Students with Emotional Disturbances: Toward a Culturally Responsive Response to Intervention Model*, Nancy Harris-Murri, Kathleen King, and Dalia Rostenberg, Arizona State University; *Getting It Right This Time*, Donna Walker Tileston; *Pyramid Response to Intervention*, Buffom, Mattos and Weber; *Learning by Doing*, Richard and Rebecca DuFour, Robert Eaker, and Thomas Many.

Student Engagement/Mentoring

Rationale: Research as well as BUSD schools and other districts showing success with closing the achievement gap identify mentoring as a proactive approach to keeping students engaged and connected to school.

Research: www.otlcampaign.org pp.12-14; *The Pedagogy of Confidence*, Y. Jackson, Teachers College, Columbia University; *Courageous Conversations about Race*, Glenn Singleton and Curtis Linton; *A Black Civil Rights Educational Agenda*, www.EducationIsACivilRight.com

Middle School Bridge Program

Rationale: Research shows that extended learning time focused on student academic, social and health needs will prepare them for grade level and college/career success.

Research: www.timetosucceed.com ; *Desire to Learn*, Jeffrey Lewis, Ph.D. & Eunhee Kim, Ph.D.; *Challenge the Status Quo*, Ivory A Tolson, Ph.D; *Toward a Critical Race Theory*, Gloria Ladson-Billings; *Race & Schooling of Black America*, Claude Steele; *The Urgency of Now*, Schott Foundation for Public Education.

Family/Community Engagement

Rationale: Building upon the work of the Parents of Children of African Descent (PCAD) and the District Equity Team's Equity Rubric, Section 2. Research supports the need for African-American affinity parent groups to engage with staff in the re-building of trust and to empower parents to navigate the school environment effectively. African-American Parent Focus Group Narrative Data Notes collected by Charity DaMarto and the Berkeley Alliance.

Research: *Courageous Conversations about Race*, Glenn Singleton and Curtis Linton; *Challenge the Status Quo*, Ivory A Tolson, Ph.D; *The Dream-keepers: Successful Teachers of African-American Children*, Gloria Ladson-Billings; *The Urgency of Now*, Schott Foundation for Public Education; *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, Henderson, A.T., Mapp, K.L., Johnson, V.R., Davies D.D.; *Cultural Proficiency: A Manual for School Leaders*, Lindsay, Robins, Terrell.

Recruitment and Retention of K-12 Teachers and Administrators of Color

Rationale: The research shows the need for educators to become more conscious of the role that race and racism plays in school environments. The Action Plan to Close the Achievement Gap - Goal IV, Strategy B. African-American Parent Community Forum notes collected by Charity DaMarto.

Research: *The Dream-keepers: Successful Teachers of African-American Children*, Gloria Ladson-Billings; *Recruiting and Retaining Effective Teachers for Urban Schools: Developing a Strategic Plan for Action*, Claycomb and Hawley; *Reimagining Race in Education: A New Paradigm*, Carter; *Too Angry to Leave: Supporting New Teachers' Commitment to Transform Urban Schools*, Quartz and the Teacher Education Program (TEP) Research Group. Staff is continuing to work with the 2020 Vision Design Team to explore ways that partnerships with the City, U.C., and/or the community could help to support these strategies.

The specific strategies proposed for 2013-2014 will be presented to the Board on May 22 for approval.

DISTRICT GOAL

II. Strategies to Promote Student Success

POLICY/CODE

Board Bylaw 9000

FISCAL IMPACT

None at this time

STAFF RECOMMENDATION

Receive the Status Report on the Plan for 2013-14 to Accelerate the Achievement of African-American Students for information

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: A. Kay Altizer, Executive Director, Special Education Services
DATE: April 24, 2013
SUBJECT: Services for Deaf/Hard of Hearing Students

BACKGROUND INFORMATION

Staff is presenting a follow-up report to address the Board's question regarding services for Deaf/Hard of Hearing (D/HH) students at John Muir Elementary and throughout the District. The attached document provides an overview of the current placement of D/HH students.

DISTRICT GOAL

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

POLICY/CODE

Education Code 56136, 56364.1
Board Policy 3310

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive the presentation for information.

**BERKELEY UNIFIED SCHOOL DISTRICT
CURRENT STATUS OF STUDENTS WHO ARE DEAF OR HARD OF HEARING (DHH)**

Berkeley Unified School District is committed to providing high quality, sustainable programs for DHH students via a Full Inclusion model of service delivery. BUSD is also committed to ensuring that students who require a more intensive model of service delivery (greater than 50% of the day in a specialized setting) receive these services in a public school setting when possible, as required by law.

Berkeley Unified School District currently serves DHH students in the following educational settings:

#	Age	Grade Level	Educational Placement	Program Description/Rationale
*	~24 mos	Infant/toddler	NPS (CEID) Infant/toddler class	Student requires intensive specialized DHH services.
2	3	Preschool	BUSD preschools Full Inclusion program	DHH Itinerant teacher provides support as needed by students.
*	3	Preschool	NPS (CEID) preschool	Student requires intensive specialized DHH services.
*	4-5	Preschool - Kdg eligible fall 2013	NPS (CEID) preschool	Considering various DHH public school programs, including John Muir, for Kdg placement. Student needs will be determined by IEP team spring 2013.
8	5-10	Elementary	Home zone schools in BUSD Full Inclusion program	DHH Itinerant teacher provides support as needed by students.
6	5-8	Elementary	John Muir Elementary Full Inclusion program	DHH Teacher & Educational Interpreters provide intensive individualized & small group support as needed by students.
*	6	Elementary	Vallejo City Unified School District (VCUSD).	Considering local DHH programs, including John Muir, for placement. Student needs will be determined by IEP team spring 2013.
*	12	Middle School	Home zone school in BUSD Full Inclusion program	DHH Itinerant teacher provides support as needed by student.
*	13	Middle School	California School for the Deaf (CSD) – Fremont, CA	Student requires direct instruction using American Sign Language (ASL).
8	15-19+	High School	Berkeley High School Full Inclusion program	DHH teacher & Educational Interpreters provide intensive individualized & small group support as needed by students.

3/26/13 - Parent Forum mtg held at John Muir Elementary for BUSD parents of preschool & elementary DHH students currently being served in NPS & out-of district placements to answer questions about the services & supports available for DHH students in this Full Inclusion setting.

Participants included: 4 BUSD families, CEID representatives, John Muir principal & staff (DHH & general education teachers, interpreters, SLP) & Special Education Program Supervisor. IEP mtgs for these families are scheduled in spring 2013 to determine placements for students for 2013-14.

Two families of DHH students recently moved out of BUSD for reasons not related to educational programming. These students (infant & preschool/Kdg-eligible) had been served in NPS (CEID).

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Christina Faulkner, Director, Curriculum and Instruction
DATE: April 24, 2013
RE: Proposal for Budget Allocations in 2013-14

BACKGROUND INFORMATION

As the Board begins to direct the development of the budget for 2013-14, the following educational proposals should be considered. Many of the items listed in this document would be on-going costs for the District.

Implementation of Common Core State Standards **\$175,000**

Staff involved in preparing for the transition to the CCSS has identified professional development for teachers in 2013-14 as the primary need. Workshops are planned for this summer in both math and English language arts for elementary and secondary teachers, and additional professional development time during the school year to focus on this transition will strengthen the District's implementation of CCSS. In addition, there are costs associated with the purchase of materials, including the duplication of elementary math materials.

Professional Development Teacher Leaders at BHS (5.0 FTE) **\$270,000**

Berkeley High School has built a system of professional development for teachers during the past five years using funds from a Smaller Learning Communities Grant which ends in June. The model of professional development and teacher leadership is essential to the continued evolution and improvement of the instructional practices, assessment cycles, universal curricular objectives, coaching resources and professional collaboration that are underway. These efforts aim to sustain a culture of continuously improving teacher competencies in ways that translate to better student performance and better student outcomes. The grant provided an opportunity to build structures, systems, and capacity that could then be sustained by district investments. BSEP Professional Development funds will be used for 2.0 FTE and the General Fund is requested to support 3.0 FTE in 2013-14. This model and the funding sources to support it will be reevaluated each year.

Full Time Coordinator at Independent Study **\$50,000**

This position is the administrator of the Independent Study Program, responsible for staffing, enrollment, supervision, student records, and communication. The position was made half-time in 2009 to reduce expenditures in the budget, and the Independent Study staff and parent community as well as central office staff have noted that this reduction has had a negative impact on the program. The position has been approved to be full time for the remainder of this year, and staff is proposing to reinstate the position as full time next year. A full time position will enable the administrator to improve service to students, families and staff, to establish

and implement standard operating procedures, and to work with the community to increase enrollment.

Strategies to Accelerate the Achievement of African-American Students **\$180,000**

Recommendations to the Board to accelerate the achievement of African-American students are being finalized and will be presented to the Board on May 22. It is anticipated that funding will be needed to implement these identified strategies. The latest status report to the Board indicates that the proposal will likely include professional development for middle school staff, a bridge program, and additional staff for Response to Intervention and Instruction and the coordination of a mentoring program. The figure listed here is an estimate; the actual costs of implementing the various strategies will be proposed on May 22.

Advancement Via Individual Determination (AVID) **\$80,000**

AVID is a nationally recognized program designed to help students whose parents have not attended college fulfill all requirements for acceptance at four-year colleges and universities. The district started the AVID program three years ago and in 2013-14 will have AVID cohorts in grades 7 and 8 at all three middle schools and in grades 9 and 10 at BHS. The State is no longer financially supporting AVID, so District funding is necessary to ensure that all components of AVID are in place. BSEP and categorical funds support the summer workshops and on-going professional development for AVID teachers and administrators. Funding is needed for tutors for all AVID classes, AVID curriculum materials, and additional hours for AVID teachers to fulfill responsibilities, such as student and family contacts outside of school hours.

Gardening and Cooking Programs at Sites **Amount to be determined**

The Superintendent's Advisory Committee on Gardening and Cooking is making a presentation at the next regular Board meeting on May 8. The federal funding for this program will end on September 30, 2013. The committee will present a few options for funding next year while long-term sustainable funding sources are identified.

Support for Large Elementary Schools **Amount to be determined**

Staff is proposing additional support for the large elementary schools. A proposal will be presented to the Board if there is additional funding from the state.

Recommendations from the Safety Audit **Amount to be determined**

The safety audits at sites have just been completed, but staff has yet to receive recommendations. There may be costs associated with implementing these recommendations.

DISTRICT GOAL

V. Resources

POLICY/CODE

FISCAL IMPACT

As listed above

STAFF RECOMMENDATION

Receive the proposals for budget allocations for 2013-14 for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: April 24, 2013
SUBJECT: Increased Custodial Allocation Proposed for Fiscal Year 2013-2014

BACKGROUND INFORMATION

In 2009/10, the Board cut several custodial positions, including two at BHS, one-half at B-Tech and one-half at Longfellow. The impact of those cuts has been a decrease in the level of cleanliness at some sites. In addition, the Board is opening new spaces which require an increased number of custodians. This document discusses these two issues and recommends an increased number of custodians. The chart below lists the location for proposed additional Custodian 1 positions and the reasons for the request.

<u>LOCATION</u>	<u>PROPOSED FTE</u>	<u>REASON</u>
BHS	1.0	To improve the level of cleanliness
BHS	1.5	To clean the new building
Longfellow	0.25	To improve the level of cleanliness
Moellering Field	0.25	To empty trash for the new field
West Campus	0.7	To clean larger Charter area
West Campus	0.3	To clean Board Room
TOTAL	4.0 FTE	

The Berkeley High School new building is scheduled to open in February 2014. The Board Room and charter school are scheduled to occupy new spaces in August and September. The charter school costs are reimbursable.

In addition to the FTE's (Full Time Equivalent) listed, staff estimates that an additional \$30,000 in supplies will be needed to clean the new spaces.

The District uses a formula to allocate custodians to sites. There are a number of factors which go into this, but the three largest factors are a partial custodian for each site (0.2 FTE), a custodian for every 520 students and a custodian for every 43,500 square feet, with fewer for custodians for square footage allocated to large gyms and theaters. If the Board were to approve the model listed above, a custodian would be provided for every 490 students and for every 43,000 square feet.

DISTRICT GOAL

V. Resources: Generate and equitably allocate resources for programs and

services that enable every student to succeed.

POLICY/CODE

None

FISCAL IMPACT

The cost for this proposal is estimated at \$210,000, with between \$40,000 and \$45,000 being reimbursed by the Charter, for a net add of \$170,000 (per year, next year may be cheaper). Savings from the electrical budget could be used to offset this additional cost. There is an anticipated \$180,000 savings in electrical costs this year. The savings are from solar installations for Emerson, Malcolm X and BAM (estimated at \$65,000), savings from no longer providing electricity to Hillside (estimated at \$4,000), savings from BHS which includes the Old Gym (estimated at \$50,000, although there will be some increased costs when the new building opens), savings for the difference between 2134 MLK and 2020 Bonar (estimated at \$20,000), and some seasonal variance (\$40,000).

STAFF RECOMMENDATION

Review the proposal. Consider an increased custodial allocation in conjunction with other district needs. Approve the recommended increase in custodial FTE and supplies.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Lew Jones, Director of Facilities
DATE: April 24, 2013
SUBJECT: A Report on BHS Project

BACKGROUND INFORMATION

The Board requested occasional reports on the completion of the South of Bancroft project at Berkeley High School. This is the third report on that project. The project includes the demolition of the Old Gym and the west bleachers, a new classroom and gym building, a small new facilities building, the demolition of a portion of the Donahue Gym and landscape improvements.

The project has a number of distinct phases or milestones. The contractor is required to install the scoreboard by August 1, 2012, to demolish the Old Gym by August 2, 2012, to delay starting the demolition of the west bleachers until after the 2012 football season and to finish the new small bleachers by mid-June 2013, to complete the new classroom and gymnasium by mid-December 2013, to remove and store the portables (for BUSD re-use) and to demolish the BOC at the Donahue Gym after the new classroom building is complete, and to complete site work during the summers. The overall substantial completion is scheduled for late August 2014. The schedule is doable, but is not generous.

This report will address three areas: the schedule, the finances and a catch-all category.

Delays in a project can be caused by the owner (including hidden conditions), by the contractor, or can be excusable delays (such as excess rain or an earthquake). The scoreboard was installed on schedule. The demolition of the Old Gym was not completed on time because a large amount of asbestos-containing material was found during the demolition. This delayed the demolition by approximately 7 weeks. The demolition delay has pushed the project into the rainy season which has also delayed the project. The contractor poured all of his footings ahead of the bulk of the wet weather. The delay in the demolition also delayed the completion of the new gym and classroom building. The discovery of contaminated soil and the need to categorize that soil delayed the construction of the visitors' bleachers by approximately 5 weeks. Other phases have not been delayed at this time.

The project has twenty-five approved change orders totaling \$1,584,501. The primary ones are the additional asbestos and hazardous soil removal and the addition of the laundry room in the new stadium. Together these account for over 92% of the change orders authorized to date.

In general the job has continued to be smooth. The project superintendent, the inspector and the architect all worked together on the King seismic project which was very successful. There continue to be some concerns over changes in DSA personnel who have made the job more challenging for the entire project team, but these changes have not materially affected the project. The contractor has hired three entry level Berkeley apprentices and is exceeding the local hiring goals.

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

No impact to receiving the report.

STAFF RECOMMENDATION

Receive for information.