

**BERKELEY PUBLIC SCHOOLS**  
**2020 Bonar Street, Berkeley CA 94702**  
**Phone: (510) 644-8764**  
**Meeting location: 2134 Martin Luther King Jr. Way**

**BOARD OF EDUCATION – MEETING AGENDA**

Wednesday, February 19, 2014

**BOARD OF EDUCATION**

Josh Daniels, President  
Judy Appel, Vice President  
Karen Hemphill, Director  
Beatriz Leyva-Cutler, Director / Clerk  
Julie Sinai, Director  
Shira Wolkenfeld, Student Director  
Lajayah Moore, Student Director

**STAFF**

Donald E. Evans, Ed.D., Superintendent/Secretary  
Javetta Cleveland, Deputy Superintendent  
Neil Smith, Asst. Supt., Educational Services  
Delia Ruiz, Asst. Supt., Human Resources  
Jana Jandra, Board Recorder

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**BOARD OF EDUCATION MEETING AGENDA**

The Presiding Officer will call the meeting to order at 5:30 p.m. and begin Open Session at 7:30 p.m.

**Closed Session**

The Board may recess into Closed Session before or after the public meeting 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.

**CLOSED SESSION PUBLIC TESTIMONY**

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 5:30 p.m. will be given priority.** Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **15 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

Collective Bargaining (30 min.)

- a. BFT
- b. BCCE
- c. UBA

2. Superintendent's Evaluation – (30 min.)

3. Student Expulsion (15 min.)

Student Case No. 1314-13-032302 – recommend stipulated expulsion

4. Liability Claims – Claim No. D8BSD0051 (5 min.)

**OPEN SESSION**

Roll Call

Approve Agenda of February 19, 2014

Read Mission and Meeting Overview

Closed Session Report

**RECOGNITION: MLK scholarship winners**

**OPEN SESSION PUBLIC TESTIMONY (1<sup>st</sup> opportunity)**

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 7:15 p.m. will be given priority.** Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **30 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

Union Comments: Representatives from each union are given the opportunity to address the Board on any issue, 5 minutes per union. (Order rotates).

- \_\_\_\_\_ BFT
- \_\_\_\_\_ BCCE
- \_\_\_\_\_ Local 21
- \_\_\_\_\_ UBA

Committee Comments: Representatives from District committees that include members of the public are given the opportunity to address the Board on any issue. 5 minutes per committee.

- \_\_\_\_\_ BSEP Program & Oversight Committee
- \_\_\_\_\_ Measure I Construction Bond Oversight Committee
- \_\_\_\_\_ Measure H Oversight Committee
- \_\_\_\_\_ Parent Advisory Committee
- \_\_\_\_\_ District EL Advisory Committee
- \_\_\_\_\_ PTA Council
- \_\_\_\_\_ Audit Committee

Board Member and Superintendent Comments: Board members and the Superintendent are given the opportunity to address any issue.

**Approve Consent Items – No discussion**

**PAGE**

1	Approval to Advertise to Solicit Bids for the Portables Replacement Project at Washington and Berkeley Arts Magnet	<b>9</b>
2	Approval of Gifts and Donations	<b>10</b>
3	Approval of Contracts and Purchase Orders	<b>11</b>
4	Approval of Listing of Warrants Issued in November and December 2013	<b>12</b>
5	Approval of Payroll Warrants issued in January 2014	<b>14</b>
6	Approval of Overnight Field Trips and Out of State Travel	<b>16</b>

**INFORMATION ITEM – No discussion**

1	Williams Quarterly Report	<b>20</b>
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**ACTION ITEM – approval requested**

1	Approval of Superintendent’s Super Saturday Science Program (5 min. pres., 15 min. disc.)	<b>21</b>
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**DISCUSSION ITEMS**

1	Re-envisioning the Gardening and Cooking Program (10 min. pres., 20 min. disc.)	<b>31</b>
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2	<b>8:15 p.m.</b> Presentation on Implementation of Common Core Standards in Math (K-8) (10 min. pres., 35 min. disc.)	<b>41</b>
3	<b>9:15 p.m.</b> Update on TWI Consolidation and Bilingual Expansion (10 min. pres., 20 min. disc.)	<b>45</b>

OPEN SESSION Public Testimony (2<sup>nd</sup> opportunity) . Persons wishing to address the Board should fill out a green speaker card. **Cards turned in for the earlier open session public testimony will be given priority.** Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **15 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President

Extended Board Member and Superintendent Comments. Board members and the Superintendent are given the opportunity to address any issue.

Adjournment

### **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.

**BOARD MEMBER INFORMATION**

	<b>Office Hours Dates &amp; Times</b>	<b>Office Hours Location</b>	<b>Priority (Primary)</b>	<b>Priority (Secondary)</b>
<b>Beatriz Leyva-Cutler (BL)</b> beatrizleyva-cutler@berkeley.net 510-644-6550	2nd Thursday 4:00p-6:00p	Casa Latina (1801 San Pablo Ave.)	Family Engagement	Common Core State Standards
<b>Josh Daniels (JD)</b> joshdaniels@berkeley.net 510-213-8683	2nd Saturday 1:00pm-3:00pm	Café Espresso Roma (2960 College Ave.)	Planning for Next BSEP Measure	Local Control & Accountability Plan
<b>Judy Appel (JA)</b> judyappel@berkeley.net 510-644-6550	3rd Saturday 10:00am-12:00pm	Mojos Café (2517 Sacramento St.)	Common Core State Standards	Family Engagement
<b>Julie Sinai (JS)</b> juliesinai@berkeley.net 510-644-6550	Monthly (see website for details)	Monthly (see website for details)	2020 Vision	Planning for Next BSEP Measure
<b>Karen Hemphill (KH)</b> karenhemphill@comcast.net 510-644-6550	2nd Saturday 10:00am-11:30am	Café Leila (1724 San Pablo Ave.)	Local Control & Accountability Plan	2020 Vision
<b>LaJayah Moore (LM)</b> lajayahmoore@students.berkeley.net 510-644-6550	N/A	N/A	Student Engagement	N/A
<b>Shira Wolkenfeld (SW)</b> shirawolkenfeld@students.berkeley.net 510-644-6550	N/A	N/A	Student Engagement	N/A

*We, the members of the Berkeley School Board, encourage members of the public to contact us and share your ideas, thoughts, and concerns regarding our schools. You can contact us individuals via email or phone as detailed above and/or you can attend any of the office hours detailed above. You can also email the entire School Board directly at [BoardofEd@berkeley.net](mailto:BoardofEd@berkeley.net) .*

*Nosotros, los miembros de la Mesa Directiva de Berkeley, animamos a los miembros del público a comunicarse con nosotros y compartir sus ideas, pensamientos y preocupaciones con respecto a nuestras escuelas. Puede comunicarse con nosotros individuos vía correo electrónico o teléfono, indicados más arriba, y / o puede asistir a cualquiera de las horas de oficina detalladas arriba. También puede enviar un correo electrónico directamente a toda la Mesa Directiva a [BoardofEd@berkeley.net](mailto:BoardofEd@berkeley.net)*

## **BOARD MEMBER COMMITTEE ASSIGNMENTS**

*To identify school board members by their initials, please see the "Board Member Information" page.*

	#	BL	JD	JA	JS	KH	LM	SW
<b>2x2</b> (deborahturner@berkeley.net)	2			X	X			
<b>Audit</b> (geraldinemorgan@berkeley.net)	2		X		X			
<b>Berkeley Alliance</b> (pharrison-small@berkeleyalliance.org)	1				X			
<b>BSEP P&amp;O</b> (natashaberry@berkeley.net)	2		X		X			
<b>BSEP Renewal Planning Workgroup</b> (natashaberry@berkeley.net)	2		X		X			
<b>BTSA</b> (juliannasikes@berkeley.net)	1	X						
<b>Cesar Chavez Commemorative Workgroup</b> (charitydamarto@berkeley.net)	1	X						
<b>Construction Bond Oversight Committee</b> (chanitastevenson@berkeley.net)	1					X		
<b>District EL Advisory Committee/EL Parent Advisory Committee</b> (charitydamarto@berkeley.net)	1	X						
<b>Measure H/Maintenance Oversight Committee</b> (lewjones@berkeley.net)	1					X		
<b>Next District Strategic Plan Workgroup</b> (donaldevans@berkeley.net)	2	X		X				
<b>Parent Advisory Committee</b> (neilsmith@berkeley.net)	2			X		X		
<b>Policy Committee</b> (deborahturner@berkeley.net)	2			X		X		
<b>Project Labor Agreement Workgroup</b> (lewjones@berkeley.net)	1					X		
<b>PTA Council</b> (president@berkeleypta.org)	1		X					
<b>Student Attendance Review Board (SARB)</b> (susancraig@berkeley.net)	1	X						
<b>Supt Budget Advisory Committee (SBAC)</b> (jaynitschke@berkeley.net)	3			X			X	X

<b>TOTALS</b>	<b>26</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>1</b>
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**BOARD MEMBER SCHOOL SITE LIAISON ASSIGNMENTS**

*To identify school board members by their initials, please see the "Board Member Information" page.*

	#	BL	JD	JA	JS	KH	LM	SW
<b>Berkeley Adult School</b> (burr Guthrie@berkeley.net)	1			X				
<b>Berkeley Arts Magnet</b> (kristin collins@berkeley.net)	1				X			
<b>Berkeley High School</b> (pasquale scuderi@berkeley.net)	4			X	X	X		X
<b>Berkeley Technology Academy</b> (sheila quintana@berkeley.net)	2		X				X	
<b>Child Development Centers</b> (maria carriedo@berkeley.net)	1	X						
<b>Cragmont</b> (evelyn bradley@berkeley.net)	1		X					
<b>Emerson</b> (susan hodge@berkeley.net)	1		X					
<b>Independent Study</b> (edith smiley@berkeley.net)	1					X		
<b>Jefferson</b> (maggie riddle@berkeley.net)	1					X		
<b>John Muir</b> (audrey amos@berkeley.net)	1				X			
<b>King</b> (janet levenson@berkeley.net)	2	X		X				
<b>LeConte</b> (veronica valerio@berkeley.net)	1	X						
<b>Longfellow</b> (pats adler@berkeley.net)	2				X			X
<b>Malcolm X</b> (alex hunt@berkeley.net)	1			X				
<b>Oxford</b> (beth rhine@berkeley.net)	1			X				
<b>Rosa Parks</b> (paco furlan@berkeley.net)	1	X						
<b>Thousand Oaks</b> (jennifer corn@berkeley.net)	1	X						

<b>Washington</b> (melstenger@berkeley.net)	1					X		
<b>Willard</b> (debbiedean@berkeley.net)	2		X				X	
<b>TOTALS</b>	<b>26</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>

**2014 BUSD School Board Calendar**  
*Regular Meeting Dates & Anticipated Topics*

<b>January</b>	12 Orientation	15 LCAP	29 Student Outcomes
<b>February</b>	12 Student & Family Engagement	19 Curriculum & Course Access	
<b>March</b>	5 [Open]	12 Facility & Fiscal Assets	26 Operations
<b>April</b>	9 LCAP	23 LCAP	30 Student Outcomes
<b>May</b>	14 Student & Family Engagement	21 LCAP	
<b>June</b>	4 Curriculum & Course Access	11 LCAP/Budget	25 LCAP/Budget
<b>July</b>			
<b>August</b>	20 Facility & Fiscal Assets		
<b>September</b>	10 Student Outcomes	17 Student & Family Engagement	
<b>October</b>	1 [Open]	8 Curriculum & Course Access	22 Operations
<b>November</b>	5 Facility & Fiscal Assets	19 LCAP	
<b>December</b>	10 Operations		



# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** February 19, 2014  
**SUBJECT:** Approval to Advertise the Project to Replace Portables at Washington and Whittier (Berkeley Arts Magnet)

## **BACKGROUND INFORMATION**

On January 9, 2013, the Board approved a project to replace the oldest portables in BUSD. On September 11, 2013, the Board approved the schematic design of this project. The design will be finished within a few weeks and it is advantageous to bid the project as soon as possible so the contractor can be prepared to mobilize and complete the project over the summer break. The project is scheduled to be awarded in April.

Staff has determined that this project met one or more of the criteria defining a substantially complex project and therefore subject to retention in the amount of ten percent (10%) of the total contract price. Unless the Board objects, we consider that the Board approves that determination.

## **DISTRICT GOAL**

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

## **POLICY/CODE**

Public Contract Code 20110 – 20118 and sections 5100 – 5110.

## **FISCAL IMPACT**

Cost to be paid from Measure AA Funds.

## **STAFF RECOMMENDATION**

Approve the advertisement to solicit bids for this project.

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** February 19, 2014  
**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. Pacific Gas and Electric Company (PG&E) donated \$350 to be utilized as needed for Malcolm X School.
2. Philanthropic Ventures Foundation donated \$500 to partially fund a professional development conference for Malcolm X School staff.
3. Lifetouch donated \$1,192.46 to be utilized as needed for Malcolm X School.
4. Wells Fargo Community Support Campaign donated \$818.10 through their employee matching gift program to be utilized as needed for Rosa Parks School.
5. Berkeley School Fund donated \$500 to update the audio book library for Willard School.
6. Berkeley Arts Magnet PTA donated \$13,078.15 to partially fund fifth grade field trip for Berkeley Arts Magnet 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 \$16,438.71 in donations.

## **STAFF RECOMMENDATION**

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



# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed. D., Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** February 19, 2014  
**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. Berkeley Alliance to provide collaboration and facilitation on joint family engagement events with the Family Engagement and Equity program. The cost will not exceed \$10,000. To be paid from BSEP Parent Outreach Fund. Requested by Charity DaMarto.
2. Increase in contract, PO 140015, to Casey Printing to provide Spring 2014 Brochure for Berkeley Adult School. The Board approved \$21,000 on August 21, 2013. The additional contract amount will increase the cost by \$2,600 for a total amount of \$23,600. To be paid from Adult Education Fund. Requested by Burr Guthrie.

## **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:** Donald Evans, Ed.D., Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** February 19, 2014  
**SUBJECT:** Approve Listing of Warrants issued in January 2014.

### **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 January 2014 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**

\$5,231,338.64 for the month of January 2014 from various funds

### **STAFF RECOMMENDATION**

Approve the monthly bill warrant list for the month of January 2014.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** February 19, 2014  
**SUBJECT:** Receive and Approve Information on the Issuance of Payroll Warrants for Employee Services for January 31, 2014.

### **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 January 31, 2014.

### **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**

\$6,846,701.48 for January 2014 from various funds

### **STAFF RECOMMENDATION**

Approve payroll payments made in January 2014.

**BERKELEY UNIFIED SCHOOL DISTRICT  
DISTRICT PAYROLL – ACCOUNTING DEPARTMENT  
January 2014**

<u>COMPUTER GENERATED</u>	<u>AMOUNTS</u>
GENERAL FUND	\$5,354,163.72
MEASURE BB FUND	\$188,678.06
BSEP MEASURE A	\$667,559.80
ADULT FUND	\$224,468.06
CAFETERIA FUND	\$132,827.14
CHILD DEVELOPMENT	\$246,745.53
MEASURE A+AA (BOND FUND)	\$17,851.02
SELF INS. FUND	\$14,408.15
<b>TOTALS</b>	<b>\$6,846,701.48</b>

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

February 19, 2014

## Berkeley Unified School District

### Vouchers Paid January 01 through January 31, 2013

DATE	VOUCHER TYPE*	GENERAL FUND 01	MEAS BB FUND 02	BSEP FUND 04	BSEP5 FUND 05	BSEP6 FUND 06	BSEP7 FUND 07	ADULT FUND 11	CHILD DEV. FUND 12	CAFETERIA FUND 13	MEAS.A FUND 21	SELF INS. FUND 67	PAYROLL/ BENEFITS CLEARING 76	TOTAL
6-Jan-14	W/R	32,513.45	4,485.52	1,263.28				207.04	1,157.73	30,980.64	103.77	730.48		71,441.91
7-Jan-14	W/R	73,387.25		1,820.54					264.03		28.45	542.10		76,042.37
10-Jan-14	W/R	267,257.12	32,722.31	21,677.16				8,674.00	78.53	40,962.89	721,326.01		64,644.11	1,157,342.13
11-Jan-14	W/R	34,063.47											677,779.85	711,843.32
14-Jan-14	W/R	248,183.36	17,140.73	4,919.33				889.55		2,218.64	1,345,526.81	106,758.80	16,187.86	1,741,825.08
17-Jan-14	W/R	191,481.19	16,844.67	4,691.96					727.28	4,695.18	78,169.05		417.60	297,026.93
21-Jan-14	W/R	6,535.27	317.10	341.09				287.34	65.30	28,323.58				35,869.68
24-Jan-14	W/R	548,554.66	85,150.87	15,606.96				3,058.95	509.93	49,619.17	49,786.93	1,811.67	10,625.73	764,724.87
28-Jan-14	W/R	110,158.91	43,564.26	1,314.89					2,094.64	358.20	86,697.98		131,033.47	375,222.35
	<b>TOTAL</b>	<b>1,512,134.68</b>	<b>200,225.46</b>	<b>51,635.21</b>	<b>0.00</b>	<b>0.00</b>	<b># 0.00</b>	<b>13,116.88</b>	<b>4,897.44</b>	<b>157,158.30</b>	<b>2,281,639.00</b>	<b>109,843.05</b>	<b>900,688.62</b>	<b># 5,231,338.64</b>
<b>CANCELLATIONS</b>														
	MAN													0.00
	MAN													0.00
	MAN													0.00
	<b>GRAND TOTAL</b>	<b>1,512,134.68</b>	<b>200,225.46</b>	<b>51,635.21</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>13,116.88</b>	<b>4,897.44</b>	<b>157,158.30</b>	<b>2,281,639.00</b>	<b>109,843.05</b>	<b>900,688.62</b>	<b>5,231,338.64</b>

\* W/R - Warrant Register  
MAN - Manual

Approved By:

\_\_\_\_\_  
Pauline Follansbee  
Director of Fiscal Services

Detail available in Business Office



# **BERKELEY UNIFIED SCHOOL DISTRICT**

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

### **BILL WARRANT FOR JANUARY 2014**

<b>FUNDS</b>	<b>AMOUNT</b>
<b>GENERAL FUND</b>	<b>\$1,512,134.68</b>
<b>MEASURE BB FUND</b>	<b>\$200,225.46</b>
<b>TRANS FUND</b>	<b>\$0.00</b>
<b>SCHOOL ENRICHMENT FUNDS</b>	<b>\$51,635.21</b>
<b>ADULT FUND</b>	<b>\$13,116.88</b>
<b>CHILD DEVELOPMENT FUND</b>	<b>\$4,897.44</b>
<b>CAFETERIA FUND</b>	<b>\$157,158.30</b>
<b>DEFERRED MAINTENANCE FUND</b>	<b>\$0.00</b>
<b>MEASURES A AND I (BOND FUNDS)</b>	<b>\$2,281,639.00</b>
<b>SELF INSURANCE FUND</b>	<b>\$109,843.05</b>
<b>PAYROLL/BENEFITS CLEARING</b>	<b>\$900,688.62</b>
<b>TOTAL DISTRICT BILL WARRANT</b>	<b><u><u>\$5,231,338.64</u></u></b>

Approved By :

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

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

**TOTAL**

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

**0.00**

0.00

0.00

**0.00**

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# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** February 19, 2014  
**SUBJECT:** Out of State Travel and Overnight Field Trip Requests

## **BACKGROUND INFORMATION**

The following out of state travel request is being made:

### **College Board's 2014 Advanced Placement Music Reading, Cincinnati, OH, June 11 – 13, 2014**

Approve travel to Cincinnati, OH for Berkeley High Music Teacher Karen Wells who has been invited to attend this conference as a Reader in AP Music Theory. Participants will receive training in consistent application of the Advanced Placement scoring standards, and use those standards to score student responses. She will interact with members of the AP Development Committee responsible for revising the AP course description and developing the exam. All travel and lodging expenses for this event will be reimbursed by the College Board's Advanced Placement Program. Requested by Jorge Melgoza, Vice-Principal, Berkeley High School.

The following overnight field trip requests are being made:

### **Yosemite Photography Retreat, Curry Village, Yosemite National Park, March 1 - 3, 2014**

Approve participation of sixteen Berkeley High School Photography students, one teacher, and one other adult on a three-day, two-night field trip to Yosemite National Park. Parents will transport their students to and from the Amtrak Station located in Emeryville. The group will depart via Amtrak at 7:40 a.m. on Saturday, March 1, and will return at 4:00 p.m. on Monday, March 3, 2014. The purpose of the trip is to allow students to visit a national treasure and experience photographing the landscape. The group will also tour the Ansel Adams Museum. The cost of \$70 per student for transportation and housing is being paid by fundraising, parent donations, and a private donation. Students will pay for their own meals. No student will be denied access based on inability to pay. Requested by Jorge Melgoza, B.H.S. Vice Principal.

### **Fort Ross, Jenner, CA, June 4 – 5, 2014**

Approve participation for twenty-eight fifth grade students, one teacher and ten other adults from Thousand Oaks Elementary School on a two-day, one-night field trip to Fort Ross, Jenner, CA. The group will depart from Thousand Oaks at 7:30 a.m. on Wednesday, June 4, and return on Thursday, June 5, at 4:30 p.m. BUSD will provide transportation. Students will reenact life at Fort Ross and the roles of early pioneers during the western expansion. Students sleep in supervised, gender specific areas on the fort grounds. The \$3,000 cost will be paid from a

BPSF grant and parent donations. No student will be denied access based on inability to pay. Requested by Jennifer Corn, Thousand Oaks Principal.

**Fort Ross, Jenner, CA, June 5 – 6, 2014**

Approve participation for forty fifth grade students, two teachers and ten other adults from Thousand Oaks Elementary School on a two-day, one-night field trip to Fort Ross, Jenner, CA. The group will depart from Thousand Oaks at 7:30 a.m. on Thursday, June 5, and return on Friday, June 6, at 5:00 p.m. BUSD will provide transportation. Students will reenact life at Fort Ross and the roles of early pioneers during the western expansion. Students sleep in supervised, gender specific areas on the fort grounds. The \$3,000 cost will be paid from a BPSF grant, and parent donations. No student will be denied access based on inability to pay. Requested by Jennifer Corn, Thousand Oaks Principal.

**Camp Arroyo, Livermore, California, March 24 - 26, 2014**

Approve participation of fifty-nine fifth grade students, three teachers and eight other adults from Emerson Elementary on a three-day, two-night field trip to Camp Arroyo in Livermore, CA. The group will depart from Emerson on Monday, March 24, at 10:30 a.m., and return Wednesday, March 26, at 2:00 p.m. Through a series of hands-on activities, students will increase their understanding of and respect for ecology and the environment. Activities will support the Life and Physical Science curriculum. Students will sleep in gender specific cabins. BUSD will provide transportation. The total cost of \$12,390 is being paid by fundraising, grants, PTA and parent donations. No student will be denied access based on inability to pay. Requested by Susan Hodge, Emerson Principal.

**Cal-HOSA (Health Occupation Students of America) State Leadership Conference, Anaheim, CA, March 28 – April 1, 2014**

Approve participation of twelve students and two teachers from AMPS on a five-day, four-night field trip to Anaheim. Parents will transport students to and from the Oakland Airport. The group will depart via Southwest Air on Friday, March 28, at 5:45 a.m., and return Tuesday, April 1, at 5:15 p.m. Students will learn about medical terminology, health careers, and leadership skills. Students will also have the opportunity to showcase their talents and accomplishments in the areas of health and science. Attending the Cal-HOSA state leadership conference is a requirement of the health pathway grant. Students will stay in supervised, gender specific rooms at the Anaheim Marriott Hotel. The cost of \$800 per student will be paid by AMPS funds, the Health Pathway grant, HOSA funds, and parent donations. No student will be denied access based on inability to pay. Requested by Erin Schweng, Vice Principal, Berkeley High School.

**Camp Arroyo, Livermore, California, April 28 - 30, 2014**

Approve participation of fifty fourth grade students, two teachers and four other adults from Jefferson Elementary on a three-day, two-night field trip to Camp Arroyo in Livermore, CA. The group will depart from Jefferson on Monday, April 28, at 10:00 a.m., and return Wednesday, April 30, at 1:30 p.m. Through a series of hands-on activities, students will increase their understanding of and respect for ecology and the environment. Activities will support the Life and Physical Science curriculum. Students will sleep in gender specific cabins. BUSD will provide transportation. The total cost of \$11,190 is being paid by grants, PTA and parent donations. No student will be denied access based on inability to pay. Requested by Maggie Riddle, Jefferson Principal.

**Mosaic Project Camp, Napa, CA, April 28 – May 2, 2014**

Approve participation of twenty-seven fifth grade students and one teacher from Thousand Oaks Elementary 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 from Thousand Oaks Elementary at 9:30 a.m. on Monday, April 28, and return at 3:30 p.m. on Friday, May 2, 2014. This field trip enables students to develop diversity awareness and social and conflict resolution skills. Students sleep in supervised, gender specific cabins on the grounds. BUSD will provide transportation. The total cost of \$7,750 will be paid by grants, fundraising and parent donations. No student will be denied access based on inability to pay. Requested by Jennifer Corn, Thousand Oaks Elementary, Principal.

**Tilden Regional Park, Berkeley, CA, April 11 - 12, 2014**

Approve participation of twenty fourth and fifth grade “Girls Outdoors Club” students, two teachers, and one other adult from John Muir Elementary on a two-day, one-night field trip to Gillespie Camp, Tilden Regional Park. The group will depart from John Muir Elementary at 1:00 p.m. on Friday, April 11, and return at 12:00 p.m. on Saturday, April 12, 2014. BUSD will provide transportation. Parents will pick up their students at John Muir upon their return. Students will study native forest ecology and develop life skills while setting up camp, cooking healthy meals and participating in cooperative nature-based activities. The students, all girls, will sleep in supervised tents. The trip cost of \$600 is being paid by site funds and parent donations. No student will be denied access based on inability to pay. Requested by Audrey Amos, John Muir Principal.

**DISTRICT GOAL**

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

**POLICY/CODE**

Education Code 35330  
Board Policy 6153

**FISCAL IMPACT**

As indicated above.

**STAFF RECOMMENDATION**

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

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** February 19, 2014  
**SUBJECT:** Williams Case Settlement Quarterly Report

## **BACKGROUND INFORMATION:**

As a result of the Williams Case Settlement, every district in California is publicly accountable to ensure that the following conditions are met.

- 1) There should be sufficient textbooks and instructional materials for all students, including English learners.
- 2) School facilities should be clean, safe and maintained in good repair.
- 3) All classes should be taught by properly credentialed teachers.
- 4) Students who have not passed the California High School Exit Exam by the end of grade 12 should be provided the opportunity to receive intensive instruction and services after completion of grade 12 for up to two consecutive years.

Information about the standards is posted in every classroom along with the complaint procedure to follow if there is a concern that any one of them is not being met. Staff is now reporting to the Board that there were no Williams complaints received in any of these four areas between January 1 and March 31, 2013. The report for this time period was inadvertently not previously submitted to the Board. Reports for April through December 2013 have been submitted.

## **DISTRICT GOAL**

None

## **POLICY/CODE**

Ed Code 35186  
Board Policy 1312

## **FISCAL IMPACT**

None

## **STAFF RECOMMENDATION**

Receive the Williams Case Settlement Quarterly Report for information.



## **Executive Summary: Superintendent's Science Saturdays**

Berkeley Unified School District serves a very diverse community of over 9,500 students from different racial, ethnic and socio-economic backgrounds. The school community offers a wide range of programs that enrich and challenge students, and Berkeley residents have made significant investments in our schools through fundraising, supporting local parcel taxes, direct donations, and volunteer efforts.

While overall, students in Berkeley outperform those in most districts in Alameda County, performance on state standardized tests and local benchmark assessments shows a very different picture of student achievement when disaggregated by race and ethnicity. As students move from one grade to the next, the achievement gap between our highest and lowest achieving students grows. By the time African American and Latino students reach middle school nearly 40% of these students are not at benchmark in math and science. By some measures, the disparity in the academic performance of Berkeley students along race lines, commonly known as the "achievement gap," is one of the widest reported in California.

The reality of these stark disparities in achievement along racial and ethnic lines among Berkeley's children and youth was the impetus for the *2020 Vision*. The *2020 Vision* is a city-wide partnership between the school district, city of Berkeley, and University of California at Berkeley united in the shared belief that **our achievement gap is not a reflection of the potential of our students, but a challenge of our institutions and community**. While as a community we share the responsibility for jointly identifying and addressing the barriers that are standing in the way of equitable opportunities for all of our children and youth, it is our mission as a school district to ensure that every student has the opportunity to reach his/her full potential.

After school tutoring and mentoring programs, small group instruction, and the move to align classroom teaching to the new Common Core State Standards are some of the core strategies used to address the achievement gap. But these strategies are, in and of themselves, not intensive enough to disrupt the status quo. There needs to be a more aggressive approach to tackling the disparities in achievement.

Rather than use new resources for more of the same kinds of instructional and intervention strategies with mixed results, Superintendent's Science Saturdays captures the imagination and creativity of students in a nontraditional setting focusing on Core Math and Science Standards for African American and Latino students who are underperforming on key indicators of academic achievement.

The purpose of the Superintendent's Science Saturdays is to use evidence-based strategies with targeted instruction in science and math during out-of-school time in a supportive and fun setting. The pilot program model allows for 100 elementary students in grades 1-5 to attend the Superintendent's Science Saturdays twice a month for four hours. Instructional components include:

- Learning stations focused on Science, Technology, Engineering, and Math (STEM);
- Extensions of learning through field trips to Lawrence Hall of Science, California Academy of Sciences and the Exploratorium;
- Lawrence Hall of Science assemblies and workshops on site; and
- Community building and parent outreach components.

Because of the effective Collaborative and parent workshop structure already in place at Rosa Parks Elementary School, this K-5 school in West Berkeley was chosen to facilitate the launch of this first pilot Saturday-style academy in Berkeley Unified School District. A data profile on each participating student, and on-going assessments of progress, will allow close monitoring of each student’s skill and knowledge before, during, and after participation in the pilot program.

The newly state-mandated Local Control and Accountability Plan (LCAP) provides school districts with more flexibility at the local level for designing programs to meet the specific learning outcomes for targeted students. The Superintendent’s Science Saturdays program could be replicated at other elementary and middle schools in Berkeley. This first pilot will serve as testing ground for a new kind of high-quality out-of-school time program that is designed to accelerate student achievement in our target populations and instill a passion for further discovery in STEM related subjects.

## **Statement of Need**

Berkeley Unified School District is a socio-economically and ethnically diverse school district. Forty-two percent of the students in grades K-12 qualify for the free and reduced lunch program and 14 percent are English Learners. The ethnic diversity is represented by students of all ethnicities with the largest subgroups of students being:

- 24% Latino
- 20% African American
- 35% White, and
- 11% Multi-racial (two or more ethnicities),

Berkeley is facing an academic equity crisis. African American and Latino students are, as a group, consistently performing significantly below their peers on state and district standardized tests and other measures that predict academic success, such as chronic absence, truancy, suspension, and dropout rates.

District-wide data from 2012 on the California Standards Test (CST) demonstrates inequitable learning outcomes by subject area with disparities in achievement already evident in elementary school:

- English Language Arts: 90 percent of white students were proficient in English Language Arts while only 43 percent of African Americans and 56.5 percent of Latinos were proficient.
- Math: 90 percent of white students were proficient while 44 percent of African Americans and 60 percent of Latinos were proficient.
- African American Achievement - Elementary: 58 percent of African Americans scored Basic, Below Basic or Far Below Basic in English Language Arts and 49 percent in Math.

- Latino Achievement – Elementary: 46 percent in Basic, Below Basic and Far Below Basic in English Language Arts and 33 percent in Math.

These numbers are unacceptable and highlight the need for intervention at the elementary level.

While many of our students are mastering the California State Standards, and we have individual African American and Latino students experiencing academic success, the disaggregated data at every level shows that there are a significant number of students of color that would benefit from increased instructional time in a nontraditional teaching environment to give them the tailored support they need.

## Background

To address the academic equity crisis, several initiatives have intensified efforts to change the racial predictability of learning outcomes for children and youth in Berkeley, including, the *2020 Vision*, Plan to Accelerate the Achievement of African American Students, and the English Learner Master Plan.

The *2020 Vision* is a city-wide partnership that began in 2008 between the school district, city of Berkeley, and University of California at Berkeley united in the shared belief that **our achievement gap is not a reflection of the potential of our students, but a challenge of our institutions and community**. The *2020 Vision* partnership has facilitated a city-wide focus on making an impact on key indicators of progress: Kindergarten Readiness, Reading Proficiency by Third Grade, Completion of 9<sup>th</sup> Grade Math Standards, College and Career Readiness, Attendance, Disproportionality of Police Contacts, Disproportionality of Suspensions/Expulsions, and Student Engagement.

In 2013, with the realization that more targeted interventions and services were needed to quicken the pace of equitable outcomes for students, the Berkeley Unified School District formalized acceleration strategies in the Plan to Accelerate the Achievement of African American Students and the Master Plan for English Learners. Strategies include a focus for 2013-14 on providing quality core instruction, early, targeted intervention, on-going assessment of student progress, as well as specifically addressing equity issues in school climate at the middle school. The Master Plan for English Learners identifies professional development, best practices, and the elements of the core instructional program that are essential for English Learners.

All of these efforts are part of district, city, and community efforts to instigate a collective urgency to achieve educational equity. In context of this work a clear definition of the goal includes understanding what is meant by educational equity: *Raising the achievement of all students while eliminating racial predictability and disproportionality and narrowing the gaps between the highest and lowest performing student groups. Equity goes beyond equality where everyone is treated the same, to fostering a barrier-free environment where individuals benefit equally.*

Budget constraints in the school district and other Berkeley civic and educational institutions have restricted the ability to extend learning beyond the school day while accessing the incredible science resources that exist in our community.

## Project Description

### Program Goal

The goal of the Super Science Saturdays is to teach students of color in a nontraditional setting in an unconventional way. By connecting students to hands-on learning experiences in math and science, students will not only gain important skills to help them be successful, they will also gain a true excitement about science and math. The Lawrence Hall of Science, California Academy of Sciences and the Exploratorium are three of our community science partners that will be opening their facilities to our students. The Lawrence Hall of Science will also be bringing a series of assemblies and workshops to our school.

This program would allow students to participate in a program directed to serve their educational needs, develop in them the skills that they need to be successful in science and math, and just as importantly, light a fire in them about the possibilities that exist in pursuing a career in science and math.

### Program Design

The Superintendent's Science Saturday pilot is being launched in collaboration with the Collaborative at Rosa Parks Elementary. The Saturday science program leverages the already existing infrastructure and relationships built between the school and the families. It serves as a powerful extension of the Collaborative's MathPower program run by the Family Resource Center, which provides parent training and student tutoring in the evenings. The MathPower evening program has been running successfully at Rosa Parks since 2009.

**Background on the Collaborative at Rosa Parks Elementary:** Built as a community, neighborhood school in 1995, the Rosa Parks Collaborative was designed to bring resources and health services to students and their families at Rosa Parks. The Collaborative has a history of helping Rosa Parks Elementary School implement parent training, counseling services and before and after school academic intervention, enrichment and child care. (In 2006, the original collaborative merged with Lifelong Medical Care, a non-profit health provider that has existed in the community for over 35 years.)

### Superintendent's Science Saturdays Program logistics include:

- Eight sessions every other week on Saturdays for 4 hours each (March – June, 2014 from 10am – 2pm).
- Small class sizes of 20 students to one instructor.
- Math and science-focused stations to learn grade level standards in nontraditional ways
- Breakfast service, recess, and lunch.
- Capacity to teach 100 students in grades 1-5, recruited from both Rosa Parks and Washington Elementary Schools, with goal of 90% attendance.

Three essential educational components of the program are:

### Component 1: STEM-focused learning stations

Using evidence-based, interactive learning stations students practice skills using:

- KidzScience kits developed by the Lawrence Hall of Science,

- Chromebooks for math exercises designed by the Khan Academy and to familiarize students with technology that will be used in state standardized testing, and
- Lego Engineering activities that are effective in promoting design, technology, and robotics skills.

Small group, hands-on activities connect students with applications of science, technology, engineering, and math (STEM), while promoting future engagement and interest. Students working with familiar technology have much higher rates of success than students who are not familiar with the technology.

### **Component 2: Field trips**

Students engage in hands-on learning and exposure to some of the most innovative displays and demonstrations of science in the United States at the Lawrence Hall of Science, The Exploratorium and California Academy of Sciences.

### **Component 3: Dynamic program-wide assemblies/workshops**

Roving Lawrence Hall of Science assemblies and workshops encourage student participation through two Saturday events offered at Rosa Parks Elementary. Small group, hands-on workshops allow students to conduct science experiments and investigations. Top science educators from the Hall teach various science concepts. The program instructors use themes from the assemblies and workshops to teach and and reinforce science standards and concepts during the Saturday sessions.

### **Parent Support**

Superintendent's Science Saturdays include a bilingual computer literacy program targeting under-resourced parents at Rosa Parks Elementary.

- Six of the eight weeks include basic computer literacy skill instruction for 20 parents.
- Lessons include turning on the computer, accessing the internet, creating an email account, checking and writing emails, joining the school e-tree, tools for translating web pages and text to native language, and document creation in Word and Google Docs.
- One parent session directed specifically to out-going 5<sup>th</sup> grade parents to support parents in accessing resources and preparing their 5<sup>th</sup> graders for the transition to middle school.

Introducing computer literacy for a high-need subset of parents is based on the impact of parent engagement on student achievement. Most of the communication from classrooms, school sites, districts and state departments of education is now delivered using technology. Research has also shown that the more parents are able to support their children's schoolwork, the more success the children enjoy at school.

## **Target Population**

### **Identification of Participants**

Participation in Superintendent's Science Saturdays is open to any African American or Latino student in grades 1-5

who performed at Basic, Below Basic, or Far Below Basic in Math and/or English Language Arts on the CST in Spring 2013. District staff in the Berkeley Evaluation and Assessment Office and the Family Resource Center staff at Rosa Park

Elementary School are conducting recruitment and supporting retention of participants for the first eight-week session.

### **Recruitment**

Holding public school programming on Saturdays will be a new concept for families, both students and parents. Rosa Parks Elementary has already established the practice of holding parent participation programs, and MathPower has active participants. The MathPower parent discussion groups provide immediate access and significant leverage to further engagement. The curriculum includes understanding the achievement gap, and discussing how parents support, monitor and advocate for their kids. Parents are encouraged to "lean in" both at home and at school to ensure academic success.

The goal of 100 participants requires outreach beyond the MathPower evenings. Parent-to-parent outreach is a strategy that is highly effective in engaging harder to reach families and their children. This approach maximizes the efficacy of both the MathPower and the Superintendent's Science Saturdays programs.

Recruitment for the Bilingual Computer Literacy Program will take place in the same context as recruitment for the student participation in Superintendent's Science Saturdays. It includes the use of the following effective strategies:

- Discussions and encouragement at MathPower Parent Workshops.
- Parent-to-parent outreach, including weekly outreach tables at school.
- Personal phone calls by staff, and parents calling to invite other parents.
- Targeted outreach for the final session, geared toward outgoing 5th grade parents, through phone blasts, emails, flyers and personal outreach.

## **Program Budget**

### **Budget Narrative**

The funding needed to implement the Superintendent's Science Saturdays includes staffing, breakfast and lunch for students at each of the 8 sessions, field trips, transportation, Lawrence Hall of Science assemblies and workshops and materials, operational costs, and parent training. A detailed program budget is provided with line item expenses.

## Detailed Program Budget

<b>Superintendent's Science Saturdays</b>	
<b>Expenditures</b>	<b>Total Program Budget 2014</b>
<b>Personnel:</b>	
Program Director \$32 x 4.35 hours x 23 weeks	\$3,201.60
Program Coordinator \$29 x 4.13 hours x 23 weeks	\$2,754.71
Family Support Coordinator \$29 x 10 hours (Computer Training & Outreach)	\$290
Instructor \$25 x 6 hours x 8 weeks (Prep & program time)	\$1,200
Instructor \$25 x 6 hours x 8 weeks (Prep & program time)	\$1,200
Instructor \$25 x 6 hours x 8 weeks (Prep & program time)	\$1,200
Instructor \$25 x 6 hours x 8 weeks (Prep & program time)	\$1,200
Instructional Aid (district to determine)	\$2,400
Instructional Aid (district to determine)	\$2,400
<b>Benefitted Personnel</b>	<b>\$15,846.31</b>
<b>Non-Personnel:</b>	
Fiscal Agent Costs @ 10%	\$5,000.00
Parent Computer Program \$100 x 1.5 hours x 6 weeks (Berkeley Adult School Instructor)	\$900.00
Lawrence Hall of Science Field Trip	\$800.00
California Academy of Sciences	\$784.00
Exploratorium Field Trip	\$0.00
Lawrence Hall of Science Assemblies	\$1,290.00
Lawrence Hall of Science Workshops	\$3,480.00
Engineering & Science Supplies	\$500.00
Transportation (district to determine)	\$2,000.00
Breakfast & Lunch \$6 x 100 students x 8 weeks	\$4,800.00
Lunch Staff \$250 x 8 weeks	\$2,000.00
Custodial Staff \$250 x 7 weeks	\$1,750.00
Benefits @ 15%	\$720.00
Benefits @ 28%	\$1,748.97
<b>Non-Personnel Subtotal</b>	<b>\$25,772.97</b>
<b>Expenses Subtotal</b>	<b>\$41,619.28</b>
<b>Total Projected Expenses</b>	<b>\$41,619.28</b>
<b>Projected Revenues</b>	

## **Projected Outcomes**

By connecting students to hands-on learning experiences in math and science, students will not only gain important skills to help them be successful, they will also develop a true excitement about science and math.

In providing these opportunities to students, district, school, and program staff makes the following commitments:

- We will work to increase student interest in science, and will measure this by implementing a pre, mid & post survey developed by the Science Learning Activation Lab.
- We will track attendance as a way to gauge interest.
- We will track student progress on the online Khan Academy exercises, and measure learning outcomes in math throughout the program.
- We will increase student proficiency with computer technology, preparing them to transition to the new online version of mandated state standardized testing.
- We will increase parent proficiency with computer technology, as a means to supporting their students' academic success.
- We will survey parents of students enrolled in the program to gauge effectiveness of program elements and serving student needs.
- We will follow participants to assess academic progress six and twelve months after program completion.

## **Evaluation and Sustainability**

By offering the program exclusively to African American and Latino students who have not reached proficiency in Math or English Language Arts, learning outcomes can be specifically directed to the needs of the target students.

The student achievement and survey data, as well as the information gathered on students' skillsets measured before, during, and at the end of the program will provide quantitative and qualitative data to assess the overall and individual effectiveness of the Superintendent's Science Saturdays. The Berkeley Evaluation and Assessment Office, staffed by data and evaluation experts, will work with program staff to develop and conduct useful program evaluation and assess student progress.

Rosa Parks Elementary has been a science and technology "magnet" school since the Bayer Children's Science Center was completed on site in 1995. The school's elementary curricular program encompasses three major themes: Weather and Space, Marine Life Study, and Urban Gardening and Ecology that students study each year. With this well-established science and math focus already at Rosa Parks, the Superintendent's Science



Saturdays program elements serves to compliment the instructional content of the school-wide program.

Built on the idea that schools can partner with families in non-traditional ways by investing in new and creative out of school time programming, Superintendent's Science Saturdays engage children and their parents in ways that make learning accessible and fun. The proposed Saturday program model builds on successes and lessons already learned in working closely with the Rosa Parks community, increasing chances for the Science Saturdays to become an integral part of the schools offerings, much as the MathPower program has become.

The Superintendent's Science Saturdays address many of the priorities the community set forth in its commitment to the *2020 Vision*. The *2020 Vision* states: "That all children, regardless of race, ethnicity, and income, who enter Berkeley Schools beginning in 2007 (and remain in the district) will achieve equitable outcomes with no proficiency differences by the time they graduate in June, 2020; and that all children born in Berkeley in 2007 and beyond, receive a healthy start and are equally ready to learn and succeed in Berkeley Public Schools."

### **Superintendent's Science Saturdays align with the 2020 Vision**

In the initial development phase of the 2020 Vision, the partnered organizations created eight guiding principles to be used for subsequent work and programming, several of which are reflected in the Super Science Saturdays design. Those guiding the Super Science Saturdays include:

**Strong academics:** Provide inclusive instruction with effective and engaging curriculum and interventions.

**Family partnerships:** Create system of meaningful family partnerships with schools and city services that promote student success.

**Accessible and responsive services:** Develop and institutionalize an effective community-wide culturally and linguistically responsive system.

**Use of data for decisions and accountability:** Commit to evidence-based decisions and invest in joint systems of evaluation and accountability.

**Financial viability:** Configure current assets and resources, and leverage additional resources, to achieve targeted results.

## **The Future Belongs to the Educated**

Berkeley's achievement gap has long-term economic, social and health consequences for students and society. Student achievement is directly linked to positive life outcomes across multiple dimensions, such as completion of post-secondary education, steady well-compensated employment, engagement in civic responsibilities, intellectual curiosity and life-long learning, and quality of life. The future of our children, and our community, depends on comprehensive action and direct investment in the lives and opportunities afforded our children and youth.

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Board of Education  
**FROM:** Donald Evans, Ed.D., Superintendent  
**DATE:** February 19, 2014  
**SUBJECT:** Superintendent's Super Science Saturday Program

## **BACKGROUND INFORMATION**

The purpose of the Superintendent's Science Saturdays is to focus on Core Math and Science Standards for African American and Latino students who are underperforming on key indicators of academic achievement.

## **DISTRICT GOALS**

- I. Curriculum and Instruction
- II. Strategies to Promote Student Success
- III. Family/Community Engagement

## **POLICY/CODE**

None

## **FISCAL IMPACT**

\$50,000

## **STAFF RECOMMENDATION**

Approve Superintendent's Super Science Saturday Program proposal

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed. D., Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** February 19, 2014  
**SUBJECT:** Re-Envisioning the Cooking and Gardening Program

## **BACKGROUND INFORMATION**

The Cooking and Gardening Program (CGP) has been serving schools for over twelve years with a federal grant to improve physical activity, nutrition education, and access to healthy food; the program provides hands-on instruction that connect students to the natural world through a better understanding of where their food comes from. The fully funded program thrived with parent and community support, and currently offers cooking and/or gardening lessons to 11 elementary schools, 2 middle schools, 2 high schools, and 3 early childhood education sites. The program employs 17 Instructional Specialists with various FTE, a program coordinator at .50 FTE, and a supervisor at .75 FTE.

The CGP has been significantly scaled back this year as a result of the loss of \$1.9 million in federal funding from the California Nutrition Network (CNN). Income to date for the 2013-14 CGP has totaled \$865,412, which includes the General Fund contribution, SNAP-Ed re-grant from the City of Berkeley Public Health Department, school site funds, fundraising, grants for curriculum development and fundraising, and a loan from next year's CGP 2014-15 General Fund contribution. Despite the cut-backs, the program costs are exceeding the current income, reducing the amount we have for next year. Efforts to locate significant outside resources to fund the program have not been successful, and a survey of the federal and grant landscape to continue to fund a program that primarily supports staff salaries has not demonstrated that there is significant funding available for these types of school programs built within the District.

Last Spring 2013, the Superintendent's Advisory Committee (SAC) presented a plan for moving forward to the School Board on behalf of the CGP. (The SAC's two main objectives for supporting the program are outlined in the May 8, 2013, Board document.) The plan was focused on developing a Districtwide interdisciplinary CGP curriculum that linked to Common Core State Standards (CCSS) and BUSD's *2020 Vision*, and requested bridge-funding for two years with intentions to secure long-term sustainable funding streams to support the CGP going forward. In order to more closely align with the curriculum, the CGP was moved from the Nutrition Services to Education Services.

To follow through with the CGP commitment to present a plan for a sustainable program by January 2014 to the Board, staff has followed a process to create a re-envisioned plan for a sustainable program. An internal and external assessment was conducted with consultation from community groups and leaders, cooking and gardening programs in the Bay Area and throughout the country, BUSD staff and management, and school administration and faculty. These assessments, in addition

to a research review, provided guidance and information on best practices, program histories, funding, and administration of similar programs.

Staff is presenting three options for a program, beginning in 2014-15: 1) a pre-K-3<sup>rd</sup> grade program, 2) pre-K-7<sup>th</sup> grade program, and 3) either program with the elimination of centralized leadership and services. All three options eliminate the cooking component and focus on garden education; the first two options include a strategic plan for program structure, communications, curriculum development, and fundraising efforts that are aligned with teaching students CCSS and Next Generation Science Standards (NGSS). The proposals provide hands-on education, starting in pre-kindergarten, ensure the maintenance of all school gardens, and provide curriculum and training tools for teaching CCSS and NGSS.

Last spring the Board approved a one-time allocation of \$600,000 to be used during the current school year and next year in order to support the program while staff explored other funding sources, especially a major donor campaign. More than half of the \$600,000 has been expended this year, thus decreasing the amount available for next year. The remaining General Fund income for next year is \$226,769, which does not include future fundraising efforts or requested school site contributions that could range from \$44,300 for the preK-3 model to \$72,600 for the preK-7 model, at \$15 per student.

The proposed budget options are based on the remaining funds that have already been allocated by the Board, site contributions, and fundraising efforts. These three sources of funding will be needed to ensure stability into the future, which means an on-going General Fund allocation for a core program. Fundraising organizations with expertise in major donor campaigns have indicated that a district commitment to the program is essential if the district wishes to attract donors. District support will require an on-going allocation from the LCFF base funds to sustain a basic program which can be enhanced by donors.

A copy of the proposal, including an estimated budget for each option and an outline of the re-envisioned program for a sustainable garden education, is attached. The proposal is being presented for discussion at this time.

**DISTRICT GOAL**

II. Strategies to Promote Student Success

**POLICY/CODE**

Board Policy 5030.5

**FISCAL IMPACT**

None at this time

**STAFF RECOMMENDATION**

Receive the plan to re-envision the Cooking and Gardening Program for information and discussion.

## **A Re-Envisioned and Sustainable Gardening Program**

We are proposing a plan for sustaining a gardening program that serves students, parents, and schools with hands-on education, per the District's 2020 Vision and goals. We are mindful of not spreading the program thin with limited financial support. We propose three options for moving forward that conserve resources, provides program focus, and are fiscally responsible. Due to extraneous costs associated with staff prep time and materials, we are focusing on the gardening program only and hope to provide the cooking component in other ways throughout the District. Gardening instructors are currently teaching nutrition and health, providing occasional tastings and cooking demonstrations in the garden.

The outcome for the re-envisioned program is that the program will have an opportunity to focus, standardize, structure, and evaluate program and student outcomes after a three year transition period. The outline below describes the program goals and process for re-envisioning a sustainable school garden program Districtwide. Options 1 and 2 include Districtwide program support, and describe the necessary efforts and responsibilities to create a sustainable program. Option 3 supports a school site specific program without Districtwide program administration. The three options outline different budgets and programmatic structure, beginning next year, FY 2013-2014.

### **Process for Developing Re-envisioned Program**

1. Reviewed past meetings and recommendations from the Superintendents Advisory Committee.
2. Reviewed an evaluation of the School Lunch Initiative final report written by Center for Weight and Health, UC Berkeley, and UCLA.
3. Conducted a literature review on garden education and student success.
4. Outlined a programmatic framework that fits within the mission and vision of the District's Education Services Department and is responsive to and meets the needs of the BUSD Community (students, teachers, administrators, parents).
5. Conducted an internal and external assessment that identifies program needs, opportunities, challenges, best practices, and lessons learned from gardening programs across the country.
6. Developed three program options that support program goals and scalability (outlined below as Option 1, 2, and 3).

### **Re-envisioned Program Goals**

1. Create a sustainable garden-based program that is responsive to the needs of the students and the District.
2. Identify opportunities to link lessons taught in the garden with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
3. Collaborate with teachers to align activities taught in the garden with classroom lessons.
4. Maintain all current school garden infrastructures.
5. Reconstitute a Program Committee composed of nominated community partners to advise fundraising and programmatic activities.
6. Develop a communications plan with support from BUSD Communications Team (outlined below to support Option 1 and 2).
7. Continue fundraising plan with consultants (outlined below to support Option 1 and 2).
8. Continue curriculum development plan (outlined below to support Option 1 and 2).

9. Establish an ongoing evaluation and assessment plan that identifies opportunities and challenges, and measures successes and needs for improvement at the end of each year for the first three years (outlined below to support Option 1 and 2).
- 

**Proposed Support Provided in Option 1 & 2 (Several of these activities are presently proceeding and will be ongoing)**

**Staffing:** The expected outcomes are that the program will have sufficient staff to be affective in reaching its goals, and staff time accounts for adequate time necessary to successfully provide an excellent educational experience for students and maintain school garden infrastructure.

1. Program Supervisor (PS) develops the program, builds partnerships, organizes and runs fundraising events, manages staff, coordinates professional development and training, builds possible donor campaign, develops communications plan, manages interns for communications and outreach, works with the media on program articles, facilitates curriculum development and training, and works with partners and consultants to build program evaluation and assessment. Participates in community meetings, works with PTA, and collaborates with other organizations doing similar work. Additional work with BCCE bargaining and negotiations.
2. Program Coordinator (PC) provides program administration, centralizes purchasing orders, assists with fundraising events and communications, coordinates volunteers, and assists with staff meetings and development days.
3. Garden Instructional Specialist (IS) provides garden instruction with the attendance of certified teachers, collaborates with staff and teachers to coordinate lessons, attends school meetings, maintains multiple gardens-as necessary, and participates in Garden Program staff meetings and professional development.

**Fundraising:** The expected outcomes are that the program will receive funding to enrich the program to help reach its goals, as well as communicate the program and its goals to the major donor audience.

1. Work with consultants to create a case statement and identify key players, donors, storytellers, and supporters/partners.
2. Work with community partners on campaigns to support the program through legislation, tax measures, and City/County funds.
3. Pursue donors and foundations for enrichment of the refocused program at the proposed baseline.
4. Manage current and existing grants.
5. Secure grants for communications, specific garden projects/activities, and development plans.
6. Coordinate and host fundraising and outreach events.

**Communications:** The expected outcomes are that the program and its goals are understood by students, school and District staff, parents, and community leaders and groups through various avenues of communication.

1. Develop a plan to streamline a program story in support of the case statement and outreach efforts.
2. Develop communications methods that work with community partners to inform fundraising and outreach efforts.
3. Publish/market/advertise accordingly.
4. Identify social media needs and advantages.

5. Manage webpage and other blog sites/writing, soliciting, and editing essays, etc. per goals and mission.
6. Lead outreach for events.
7. Recruit a part time intern to spearhead a social media campaign.

**Curriculum Development:** The expected outcomes are that the garden will be utilized as a best-use tool to teach identified lessons on CCSS and NGSS to support student academic success, and implement whole child education to inform students on health and wellness.

1. We have outlined a scope of work for a curriculum development plan.
2. Collaborate with BUSD's Professional Development team and Science Release
3. Work with Edible Schoolyard Project to codify lessons currently being taught in the gardens and align them with NGSS and CCSS in June, 2014.
4. Work with Edible Schoolyard to package final curriculum by grade and lesson.
5. Work with Edible Schoolyard to train staff on implementing the final packaged BUSD Gardening Program curriculum in August, 2014.

**Assessment and Evaluation:** The expected outcomes are that the program will have measurement tools for evaluating progress over the three year transition period, at which point, the program will have three years of data, measurement, and evaluation to provide recommendations for improving the program moving forward.

1. We have begun work with consultants to build in a sustainable method for collecting and tracking data on program operations and services.
2. Collect data and collaborate on data analysis.
3. Write reports on an annual basis for the first three years to track program success and challenges, which will inform program improvements during the transition.
4. Collaborate with BUSD and consultants to build in feasible long-term program evaluation.

**Budget:** The budget for 2014-15 is significantly reduced, with a remaining \$226,769 without fundraising efforts or school site contributions. In order to plan for a sustainable program, we are including fundraising efforts at a larger scale for 2014-15 only, as well as asking school sites to contribute \$15 per student to participate in garden-based lessons with IS on an annual basis, starting in 2014-15. Currently, PTA and school site contributions vary across schools, some contributing as much as \$40,000 and others contributing nothing, enabling wealthier schools with parent focus on cooking and gardening education to have more than others. Additionally, we are not planning for a one year only program, because this does not enable a sustainable program, rather it would place the program in perpetual fluctuation and distress, disallowing the necessary focus and energy on supporting the program and honing energies and resources on program survival. Therefore, the options below allow for a baseline garden-based program that has integrity and sustainability moving forward. Detailed outlines of each budget are found at the end of this document.

**Expected Funding FY 2014-15**

Fundraising	\$74,000 (this is an estimation)
General Fund	\$150,000
Remaining from 2013-14	\$76,769 (this is an estimation)
School Contribution (\$15 per student)	\$44,300 (prek-3 <sup>rd</sup> ) - \$72,600 (prek-7 <sup>th</sup> )
<b>Total</b>	<b>\$345,069 (prek-3<sup>rd</sup>) - \$373,369 (prek-7<sup>th</sup>)</b>

### **Option 1: PreK-3<sup>rd</sup> Grade Garden-Based Education**

1. Support a gardening program at prekindergarten through 3<sup>rd</sup> grade.
2. School contribution is at \$15 per student (including TK).
3. Each prek-3<sup>rd</sup> grade class gets garden-based education every other week.
4. Collaborate with SRT to teach 4<sup>th</sup> and 5<sup>th</sup> grade science in the garden without IS support.
5. The IS FTE accounts for 45 minutes of class time and 15 minutes of prep time for each class. This is different from the current practice of providing 1 hour of prep time for every 1 hour of class time, and will have to be negotiated.
6. The IS FTE includes 1 hour per week, per site, for garden maintenance for every 50 square feet to maintain annuals/perennials and other crucial infrastructure: propagation, water systems, pathways, and structures of any kind. Additional time for maintenance of larger gardens will need to be considered.
7. A required staff meeting of 1.5 hours every four weeks will be paid for with timesheets.
8. Support garden maintenance in 2 middle schools with 1 IS at 1 hour a week, per site, for 36 weeks.

### **Annual Budget Summary FY 2014-15**

Personnel/Benefits	\$273,058
Other	\$5,844
Materials/Supplies	\$20,080
Indirect	\$14,949
<b>Total</b>	<b>\$313,931</b>

### **Option 2: Elementary and Middle School Garden-Based Education**

1. Support a school gardening program at prekindergarten through 7<sup>th</sup> grade with each class receiving garden-based education every other week.
2. School contribution is at \$15 per student (including TK).
3. Each prek-7<sup>th</sup> grade class gets garden-based education every other week.
4. Collaborate with SRT to teach 4<sup>th</sup> and 5<sup>th</sup> grade science in the garden with IS support.
5. The IS FTE accounts for 45 minutes of class time and 15 minutes of prep time for each class. This is different from the current practice of providing 1 hour of prep time for every 1 hour of class time, which will have to be negotiated.
6. The IS FTE includes 1 hour per week, per site, for garden maintenance for every 50 square feet to maintain annuals/perennials and other crucial infrastructure: propagation, water systems, pathways, and structures of any kind. Additional time for maintenance of larger gardens will need to be considered.
7. A required staff meeting of 1.5 hours every four weeks will be paid for with timesheets.

### **Annual Budget Summary FY 2014-15**

Personnel/Benefits	\$428,329
Other	\$7,725
Materials/Supplies	\$21,520
Indirect	\$22,879
<b>Total</b>	<b>\$480,452</b>



**Option 3: Elementary and Middle School Garden-Based Education - School Site Managed**

1. Support a school gardening program at prekindergarten through 7th grade with each class receiving garden-based education every other week.
2. The IS FTE accounts for 45 minutes of class time and 15 minutes of prep time for each class. This is different from the current practice of providing 1 hour of prep time for every 1 hour of class time, and this change will have to be negotiated.
3. The IS FTE includes 1 hour per week, per site, for garden maintenance for every 50 square feet to maintain annuals/perennials and other crucial infrastructure: propagation, water systems, pathways, and structures of any kind. Additional time for maintenance of larger gardens will need to be considered.
4. The program is no longer a Districtwide program; rather it is restructured as a site-based program that eliminates a PS and PC.
5. The program will lose: an assessment, partnership building, fundraising, communications, training, curriculum development, program assessment and evaluation, and collaboration across schools and other programs.
6. Program administration will be determined by the school site.
7. There are no line items for materials and supplies, hourly rate for meetings, training, or mileage. There is also no program coordination, Districtwide program staff meeting time, or professional development.

**Annual Budget Summary FY 2014-15**

Personnel/Benefits	\$301,183
Indirect	\$15,059
<b>Total</b>	<b>\$316,242</b>

**Detailed Outlined Budgets:**

**Option 1: PreK-3<sup>rd</sup> Grade Garden-Based Education**

Personnel	Average Senior Classified Salary Benefits	Required FTE	Anticipated Cost/Yr.
Emerson - Garden IS	\$ 68,500	0.16	\$ 10,960
John Muir - Garden IS	\$ 68,500	0.19	\$ 13,015
LeConte - Garden IS	\$ 68,500	0.19	\$ 12,792
Malcolm X - Garden IS	\$ 68,500	0.25	\$ 17,361
Rosa Parks - Garden IS	\$ 68,500	0.24	\$ 16,447
Thousand Oaks - Garden IS	\$ 68,500	0.21	\$ 14,619
Washington - Garden IS	\$ 68,500	0.25	\$ 17,361
Cragmont - Garden IS	\$ 68,500	0.21	\$ 14,619
Jefferson - Garden IS	\$ 68,500	0.17	\$ 11,878
Berkeley Arts Magnet - Garden IS	\$ 68,500	0.24	\$ 16,447
Oxford - Garden IS	\$ 68,500	0.16	\$ 10,964
Early Childhood Education - Garden IS			
King, Hopkins, Franklin	\$ 68,500	0.27	\$ 18,495
Middle School Garden Maintenance- Garden IS			
1 hour every week for Longfellow and Willard	\$ 68,500	0.05	\$ 3,631
<b>SUBTOTAL</b>		<b>2.61</b>	<b>\$ 178,588</b>
<b>Program Administration-Leadership</b>			
Program Supervisor	\$ 94,470	1.00	\$ 94,470
<b>TOTAL PERSONNEL</b>		<b>3.61</b>	<b>\$ 273,058</b>
<b>OTHER:</b>			
Hourly rate for 6 IS (assuming 1 IS per 2 schools @ hourly rate of \$28.98) for 22.5 hours summer training on curriculum development and 12 hours for training on implementating the curriculum =34.5 hr.* \$28.98 * 6			\$ 5,982.30
Mileage for traveling to 13 school sites (\$.56/mile for IS with multiple garden maintenance on single day and PS for site visits (average .56 X 10 miles/wk. for 36 weeks * 7 staff)			\$ 1,411.00
<b>SUBTOTAL</b>			<b>\$ 7,393</b>
<b>MATERIALS &amp; SUPPLIES</b>			
Tastings/seeds/starts costs: \$20/week x 36 weeks x 14 sites (this could be fundraised for)			\$ 10,080
Curriculum development with consultant to align CCSSand NGSS in the garden, includes staff time codifying lessons, packaging, and training. Additional curriculum development consultation, packaging, and training for NGSS in the			\$ 10,000
<b>SUBTOTAL</b>			<b>\$ 20,080</b>
<b>TOTAL DIRECT COST</b>			<b>\$ 300,531</b>
<b>INDIRECT COSTS</b>			
5% BUSD Fiscal Sponsorship Fee and for General Fund			\$ 15,027
<b>TOTAL PROGRAM COST</b>			<b>\$ 315,558</b>

## Option 2: Elementary and Middle School Garden-Based Education

Personnel	Average Senior Classified	Required FTE	Anticipated Cost/Yr.
Emerson - Garden IS	\$ 68,500	0.27	\$ 18,495
John Muir - Garden IS	\$ 68,500	0.27	\$ 18,495
LeConte - Garden IS	\$ 68,500	0.24	\$ 16,440
Malcolm X - Garden IS	\$ 68,500	0.44	\$ 30,140
Rosa Parks - Garden IS	\$ 68,500	0.40	\$ 27,400
Thousand Oaks - Garden IS	\$ 68,500	0.40	\$ 27,400
Washington - Garden IS	\$ 68,500	0.39	\$ 26,487
Cragmont - Garden IS	\$ 68,500	0.35	\$ 23,747
Jefferson - Garden IS	\$ 68,500	0.28	\$ 19,180
Berkeley Arts Magnet - Garden IS	\$ 68,500	0.43	\$ 29,227
Oxford - Garden IS	\$ 68,500	0.27	\$ 18,267
Early Childhood Education - Garden IS King, Hopkins, Franklin	\$ 68,500	0.27	\$ 18,495
<b>SUBTOTAL</b>		<b>4.00</b>	<b>\$ 273,772</b>
<b>Middle School Garden-Based Education</b>			
Willard - Garden IS	\$ 68,500	0.21	\$ 14,619
Long Fellow - Garden IS	\$ 68,500	0.19	\$ 12,792
<b>SUBTOTAL</b>		<b>0.40</b>	<b>\$ 27,411</b>
<b>Program Administration</b>			
Program Coordinator	\$ 81,690	0.40	\$ 32,676
Program Supervisor	\$ 94,470	1.00	\$ 94,470
<b>SUBTOTAL</b>		<b>1.40</b>	<b>\$ 127,146</b>
<b>TOTAL PERSONNEL</b>		<b>5.80</b>	<b>\$ 428,329</b>
<b>OTHER:</b>			
Hourly rate for 8 IS (assuming 1 IS per 2 schools + 1 per middle school @ hourly rate of \$28.98) for 12 hours summer training on curriculum implementation = \$2,782 + 1.5 hr./8 staff meeting every 4 wks. = \$3,129			\$ 5,911.00
Mileage for traveling to 15 school sites (\$.56/mile for IS with multiple garden maintenance on single day and PS for site visits (average .56 X 10 miles/wk. for 36 weeks * 9 staff)			\$ 1,814.00
<b>SUBTOTAL</b>			<b>\$ 7,725</b>
<b>MATERIALS &amp; SUPPLIES</b>			
Tastings/seeds/starts costs: \$20/week x 36 weeks x 16 sites (this could be fundraised for)			\$ 11,520
Hourly rate for 6 IS (assuming 1 IS per 2 schools @ hourly rate of \$28.98) for 22.5 hours summer training on curriculum development and 12 hours for training on implementing the curriculum = 34.5 hr. * \$28.98 * 6			\$ 5,982.30
<b>SUBTOTAL</b>			<b>\$ 17,502</b>
<b>TOTAL DIRECT COST</b>			<b>\$ 453,556</b>
<b>INDIRECT COSTS</b>			
5% BUSD Fiscal Sponsorship Fee and for General Fund			\$ 22,678
<b>TOTAL PROGRAM COST</b>			<b>\$ 476,234</b>

**Option 3: Elementary and Middle School Garden-Based Education - School Site Managed**

<b>Personnel</b>	<b>Average Senior Classified</b>	<b>Required FTE</b>	<b>Anticipated Cost/Yr.</b>
Emerson - Garden IS	\$ 68,500	0.27	\$ 18,495
John Muir - Garden IS	\$ 68,500	0.27	\$ 18,495
Leone - Garden IS	\$ 68,500	0.24	\$ 16,440
Malcolm X - Garden IS	\$ 68,500	0.44	\$ 30,140
Rosa Parks - Garden IS	\$ 68,500	0.40	\$ 27,400
Thousand Oaks - Garden IS	\$ 68,500	0.40	\$ 27,400
Washington - Garden IS	\$ 68,500	0.39	\$ 26,487
Cragmont - Garden IS	\$ 68,500	0.35	\$ 23,747
Jefferson - Garden IS	\$ 68,500	0.28	\$ 19,180
Berkeley Arts Magnet - Garden IS	\$ 68,500	0.43	\$ 29,227
Oxford - Garden IS	\$ 68,500	0.27	\$ 18,267
Early Childhood Education - Garden IS King, Hopkins, Franklin	\$ 68,500	0.27	\$ 18,495
<b>SUBTOTAL</b>		<b>4.00</b>	<b>\$ 273,772</b>
<b>Middle School Garden-Based Education</b>			
Willard - Garden IS	\$ 68,500	0.21	\$ 14,619
Long Fellow - Garden IS	\$ 68,500	0.19	\$ 12,792
<b>SUBTOTAL</b>		<b>0.40</b>	<b>\$ 27,411</b>
<b>TOTAL PERSONNEL</b>		<b>4.40</b>	<b>\$ 301,183</b>
<b>INDIRECT COSTS</b>			
5% BUSD Fiscal Sponsorship Fee and for General Fund			\$ 15,059
<b>TOTAL PROGRAM COST</b>			<b>\$ 316,242</b>

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Donald Evans, Ed. D., Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** February 19, 2014  
**SUBJECT:** Update on the Implementation of Common Core State Standards in Mathematics

## **BACKGROUND INFORMATION**

In the spring of 2013 BUSD staff presented an implementation plan for the Common Core State Standards (CCSS) to the Board of Education. The focus this first year has been the implementation of the mathematics standards. Staff intends to present an overview of progress to date and plans for the 2014-15 school year at the Board meeting.

### Elementary School

All BUSD elementary schools agreed to pilot the *A Story of Units (ASOU)* curriculum developed by Common Core, Inc. Teachers were given some materials before leaving for summer break in 2013 in order to preview them and begin to plan. In August all elementary teachers, including special education teachers, were invited to participate in two days of training on *ASOU*, including a session with Bill Davidson, one of the authors of the program. Approximately 200 teachers attended these two days to prepare to implement the new curriculum.

Since school has started, teachers have received additional professional development on the curriculum during district-wide professional development days and district collaboration days. Site administrators report that many site collaboration days have been dedicated to planning for this rigorous curriculum. Math coaches and Math Teacher Leaders meet twice per month to discuss implementation, plan professional development, and identify the supports needed by teachers. Pacing, assessments, report cards, and materials are being adjusted as necessary to ensure teachers have what is needed for a successful implementation.

Although much has been done to make the transition to *ASOU* as smooth as possible, it has proven to be challenging, requiring hours of preparation by teachers to learn the new standards as well as this new curriculum. There have also been concerns about the organizational design of *ASOU*, so staff has worked to improve the format.

However, along with the challenges, many teachers have noted that students are learning and developing a much more thorough understanding of the mathematical concepts that are the basis of the

Common Core. Teachers, administrators, and parents report that students are learning concepts, making connections and conversing about mathematics in an exciting way.

Parents were also challenged with the new curriculum, new math vocabulary, new ways to describe concepts, and homework without completed examples, all of which created anxiety. To help with this, one of our math coaches began developing parent guides to support each of the six or seven units for each grade, and these have been translated into Spanish. When these were shared with Common Core, Inc., the publisher offered to pay for the development of these parents guides so they could be incorporated in an updated version of the curriculum. More recently, parent workshops were held at various sites and were well attended.

For the 2014-15 school year, the District intends to continue to use *ASOU* while engaging in a formal curriculum adoption process. The State of California has recently released a list of recommended math texts which will be reviewed as well as other curriculum programs, used in other states, that have been identified as effective. It is expected that the staff will present a math curriculum for adoption to the Board by early spring of 2015 for implementation in the fall of that year.

### Middle School

In the spring of last year, the Holt Bridge materials for grades six and seven were selected for use from the state adopted list of materials. These were intended to allow districts to supplement current adoption materials to teach the new CCSS in Mathematics without having to purchase all new materials. Eighth grade curriculum was not changed for the 2013-14 school year in anticipation of a Board decision regarding acceleration and secondary math pathways. As teachers began to plan for the shift to the CCSS, it became apparent that the Holt Bridge texts were merely a rearrangement of their materials rather than a curriculum that addressed the rigor and depth of the new standards.

Over the summer almost all middle school mathematics teachers met for three days to develop materials and lessons to teach the CCSS units to begin the school year. Teachers examined curriculum from states that had made greater progress in implementing the CCSS, from the Noyce Foundation, and from Connected Math to begin the year. Teachers developed an online WIKI site where lessons and materials are posted. The Holt Bridge materials were used for homework.

In the late Fall, the first units of Common Core, Inc.'s middle school curriculum, *A Story of Ratios (ASOR)*, became available online. These

were reviewed by teachers at the November Professional Development Day. *ASOR* is a mathematically rich curriculum aligned to the depth and rigor requirements of teaching CCSS. As of January, all grade 6 and 7 math classes are using *ASOR* for core instruction with additional Formative Assessment Lessons, Mathematics Assessment Resource Service tasks, and mid module and end of year assessments to monitor student learning.

Currently staff is working on a parent workshop that will be piloted at King Middle School and then provided at the other middle schools.

For the 2014-15 school year, all sixth through eighth grade teachers will continue to use *A Story of Ratios*. End-of-year and summer workshops will be scheduled to help teachers develop greater understanding of the components of the curriculum as well as the new standards. Pacing and assessment will be reviewed and aligned to create a coherent core curriculum for all 6<sup>th</sup> through 8<sup>th</sup> grade students. Middle school teachers will also participate in a formal curriculum adoption process next year.

### High School

Now that the Board has approved the Math I, II and III sequence for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, high school math teacher leaders have been examining programs from different publishers that will help with the transition to the CCSS. However, there will not be a full-scale transition next year since many students will be entering 9<sup>th</sup> grade having completed Algebra I, and these students will need to finish the traditional course progression so as not to repeat any standards.

Teachers have been learning the new standards in preparation for changes in the 2014-15 school year when all teachers will be piloting replacement units aligned with CCSS in all core math classes. Units to be piloted will be selected this spring and summer from a variety of curriculum resources including *A Story of Functions*, the high school curriculum that is aligned with *ASOU* and *ASOR*, and materials from other publishers including some of those on the state recommended list.

BHS plans to begin full implementation of Mathematics I in the fall of 2015-16. The process for selecting the textbooks to be adopted will take place next year and will be coupled with professional development for teachers.

## **DISTRICT GOAL**

### **I. Curriculum and Instruction**

**POLICY/CODE**

Board Policy 6142.92, 6161.1

**FISCAL IMPACT**

None

**STAFF RECOMMENDATION**

Receive the update on the implementation of the Common Core State Standards in Mathematics for information.



# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent  
**DATE:** February 19, 2014  
**SUBJECT:** Update on the Consolidation of the Two Way Immersion Program and Expansion of the Bilingual Program

## **BACKGROUND INFORMATION**

In the fall of 2013, Berkeley Unified began the consolidation of the elementary Two Way Immersion (TWI) Program at a single school, LeConte Elementary, by 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 continues as smoothly as possible. LeConte 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:

- Outreach to parents and community
- Certificated and Classified Staffing
- Enrollment
- Development of LeConte program
- Identification of Spanish curriculum
- Involvement of Parents
- Development of Spanish language classes for parents
- Strengthening of the English Language Development program and Language Lab

In addition, staff from Thousand Oaks will update the Board on the impact of expanding the Bilingual Program from K-3 to K-5.

## **DISTRICT GOAL**

I. Curriculum and Instruction

## **POLICY/CODE**

Board Bylaw 9000

## **FISCAL IMPACT**

None

## **STAFF RECOMMENDATION**

Receive the update on the Two Way Immersion and Bilingual Programs for information.