

BERKELEY PUBLIC SCHOOLS
Meeting Location: 2020 Bonar Street, Berkeley CA 94702
Phone: (510) 644-8764

BOARD OF EDUCATION – MEETING AGENDA

Wednesday, June 4, 2014

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

El Distrito Escolar Unificado de Berkeley tiene la intención de proporcionar adaptaciones especiales en conformidad con el *Americans with Disabilities Act of 1990* (Ley de Americanos con Discapacidades de 1990). Si usted desea una adaptación especial, por favor comuníquese con el personal de la Oficina del Superintendente 48 horas antes de la reunión al [510-644-6206](tel:510-644-6206).

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

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

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.

- a. Conference with Legal Counsel – Anticipated Litigation
- b. Public Employee Discipline/Dismissal/Release/Evaluation
 - 1. Certificated Employee
- c. Collective Bargaining
 - 1. BCCE Negotiations
 - 2. Local 21 Negotiations
- d. Public Employment/Appointment
 - 1. Appoint BAM Principal
 - 2. Appoint Longfellow Principal
 - 3. Appoint Cragmont Principal
 - 4. Appoint Supervisor, Extended Learning
 - 5. Appoint Jefferson Principal
 - 6. Appoint Berkeley High School Vice Principal
 - 7. Discuss BHS Principal

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.

RECOGNITION -Welcoming Schools Liaisons

- | | |
|-----------------------------|----------------------|
| Deborah Barer | Le Conte |
| Kate Cohen | Oxford |
| May Lynne Gill | Malcolm X |
| Cathie Irwin | Cragmont |
| Rochelle Jacobs/Matt Lipner | Thousand Oaks |
| Mary Martin | Rosa Parks |
| Melissa Peyton | Washington |
| Holen Robie | Emerson |
| Debbie Rogers | John Muir |
| Vanessa Sinai | Berkeley Arts Magnet |
| Beth Trevor | Jefferson |

OPEN SESSION

Roll Call

Approve Agenda of June 4, 2014

Read Mission and Meeting Overview

Closed Session Report

OPEN SESSION PUBLIC TESTIMONY (1st opportunity)

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 6:45 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.

CONSENT CALENDAR - approval requested

		PAGE
1	Approval of Contracts and Purchase Orders	9
2	Acceptance of Gifts and Donations	10
3	Approval to Enter into Agreements to Purchase Food Supplies for the 2014-15 SY	11
4	Approval of the Education Protection Account (EPBA) Resolution No. 14-047	12
5	Approval of New Course at BHS: AVID Senior Seminar	17
6	Approval of Human Resources Report	31
7	Approval of Overnight Field Trip Requests	34
8	Release/Non-Reelection of Temporary and/or "Probationary 0" Certificated Employee	36
9	Approval of Board of Education Meeting Minutes: May 21, 2014	38

DISCUSSION ITEMS

1	School Linked Health Services (10 min. pres., 20 min. disc.)	45
2	Update on Implementation of the Plan to Accelerate the Achievement of African American Students (10 min. pres., 20 min. disc.)	46
3	One-Time Expenditure Plan for Proceeds from Sale of Hillside (10 min. pres., 20 min. disc.)	63
4	Information on Governor's Budget (May Revise) (5 min. pres., 10 min. disc.)	67

OPEN SESSION Public Testimony (2nd 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

	Office Hours Dates & Times	Office Hours Location	Priority (Primary)	Priority (Secondary)
Beatriz Leyva-Cutler (BL) 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
Josh Daniels (JD) joshdaniels@berkeley.net 510-213-8683	3rd Saturday – 4-19 1:00pm-3:00pm	Café Espresso Roma (2960 College Ave.)	Planning for Next BSEP Measure	Local Control & Accountability Plan
Judy Appel (JA) judyappel@berkeley.net 510-644-6550	4th Saturday-4-26 10:00am-12:00pm	Café Leila (1724 San Pablo Ave.)	Common Core State Standards	Family Engagement
Julie Sinai (JS) juliesinai@berkeley.net 510-644-6550	Monthly (see website for details)	Monthly (see website for details)	2020 Vision	Planning for Next BSEP Measure
Karen Hemphill (KH) karenhemphill@comcast.net 510-644-6550	2nd Saturday 10:00am-11:30am	Café Leila (1724 San Pablo Ave.)	Local Control & Accountability Plan	2020 Vision
Shira Wolkenfeld (SW) 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 .

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

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
2x2 (deborahturner@berkeley.net)	2			X	X			
Audit (geraldinemorgan@berkeley.net)	2		X		X			
Berkeley Alliance (pharrison-small@berkeleyalliance.org)	1				X			
BSEP P&O (natashabeery@berkeley.net)	2		X		X			
BSEP Renewal Planning Workgroup (natashabeery@berkeley.net)	2		X		X			
BTSA michellesinclair@berkeley.net	1	X						
Cesar Chavez Commemorative Workgroup (charitydamarto@berkeley.net)	1	X						
Construction Bond Oversight Committee (chanitastevenson@berkeley.net)	1					X		
District EL Advisory Committee/EL Parent Advisory Committee (charitydamarto@berkeley.net)	1	X						
Measure H/Maintenance Oversight Committee (lewjones@berkeley.net)	1					X		
Next District Strategic Plan Workgroup (donaldevans@berkeley.net)	2	X		X				
Parent Advisory Committee (neilsmith@berkeley.net)	2			X		X		
Policy Committee (deborahturner@berkeley.net)	2			X		X		
Project Labor Agreement Workgroup (lewjones@berkeley.net)	1					X		
PTA Council (president@berkeleypta.org)	1		X					
Student Attendance Review Board (SARB) (susancraig@berkeley.net)	1	X						
Supt Budget Advisory Committee (SBAC) (jaynitschke@berkeley.net)	3			X			X	X
TOTALS	26	5	4	5	5	5	1	1

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
Berkeley Adult School (burr Guthrie@berkeley.net)	1			X				
Berkeley Arts Magnet (kristin collins@berkeley.net)	1				X			
Berkeley High School (pasquale scuderi@berkeley.net)	4			X	X	X		X
Berkeley Technology Academy (sheila quintana@berkeley.net)	2		X				X	
Child Development Centers (maria carriedo@berkeley.net)	1	X						
Cragmont (evelyn bradley@berkeley.net)	1		X					
Emerson (susan hodge@berkeley.net)	1		X					
Independent Study (edith smiley@berkeley.net)	1					X		
Jefferson (maggie riddle@berkeley.net)	1					X		
John Muir (audrey amos@berkeley.net)	1				X			
King (janet levenson@berkeley.net)	2	X		X				
LeConte (veronica cavalerio@berkeley.net)	1	X						
Longfellow (pats adler@berkeley.net)	2				X			X
Malcolm X (alex hunt@berkeley.net)	1			X				
Oxford (beth rhine@berkeley.net)	1			X				
Rosa Parks (paco furlan@berkeley.net)	1	X						
Thousand Oaks (jennifer corn@berkeley.net)	1	X						
Washington (mel stenger@berkeley.net)	1					X		
Willard (debbie dean@berkeley.net)	2		X				X	
TOTALS	26	5	4	5	4	4	2	2

2014 BUSD School Board Calendar
Regular Meeting Dates & Anticipated Topics

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: June 4, 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. JJMS Group to provide support to develop and implement an EMT Basic and Paramedic Training Program at the Berkeley Adult and Berkeley High Schools. The cost will not exceed \$26,250. To be paid from the Specialized Secondary Program Budget. Requested by Burr Guthrie.
2. Increase in contract, PO 140403, to Lea Baechler-Brabo to provide service as a communication specialist. The Board approved \$41,400 on June 26, 2013. The additional contract amount will increase the cost by \$11,400 for a total amount of \$52,800. To be paid from General Fund. Requested by Donald Evans.

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: June 4, 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. Schoola donated \$42.94 to be utilized as needed for LeConte School.
2. Berkeley Association of Realtors donated \$500 to be utilized as needed for LeConte School.
3. Berkeley Association of Realtors donated \$1,100 to purchase a LCD projector and document camera for Berkeley Arts Magnet School.
4. Kate Mountain donated \$200, Negean Mahmoudi \$200, Aubrey Ingraham \$200 and Antonia Torreblanca \$200 through the Kaiser Permanente Community Employee Giving Campaign for a total donation of \$800 to be utilized as needed for Rosa Parks Elementary School.

BOARD POLICY

BP 3290

FISCAL IMPACT

The District received a total of \$2,442.94 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: Marni Posey, Director of Nutrition Services
DATE: June 4, 2014
SUBJECT: Approval to Enter Into Agreements to Purchase Food Supplies for the 2014 -15 SY

BACKGROUND INFORMATION

Contracts for *perishable* food items are exempt from formal bid requirements and suppliers who are able to provide the organic, locally grown, sustainable ingredients needed for our program are limited. For the 2014-15 SY, staff is requesting authority to purchase perishable food items from suppliers as follows:

- Crystal Dairy to provide milk and juice, not to exceed \$275,000
- Bread Project to provide fresh baked breakfast items, not to exceed \$250,000
- Greenleaf to provide fresh produce and other perishable goods, not to exceed \$475,000
- Manhattan Bagel to provide fresh baked goods, not to exceed \$175,000

Contracts for *non-perishable* food items are subject to formal bid requirements. However, BUSD is a member of the Alameda Districts Food/Paper Cooperative, which competitively bids for these items so that staff is able to purchase non-perishable food items from various suppliers. For the 2014-15 SY, one contract will exceed the formal bid threshold. We are requesting authority to contract with the following supplier:

- Sysco Food Services to provide non-perishable foods and supplies, not to exceed \$525,000

FISCAL IMPACT

\$1,700,000 is within the Cafeteria Fund Budget

POLICY/CODE

Board Policy 3310
Ed Code 29873

STAFF RECOMMENDATION

Approve contracts for food supplies as listed above.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: June 4, 2014
SUBJECT: Education Protection Account

BACKGROUND INFORMATION

The voters approved Proposition 30 on November 6, 2012, which created an Education Protection Account (EPA) in the State General Fund to receive and disburse the revenues derived from the incremental increase in taxes imposed by Proposition 30.

EPA funds represent a portion of our budget's General Fund revenue that would have been cut if Proposition 30 had not passed. Therefore, these funds do not represent increased revenue above what the Board adopted in the District's 2013-14 budget. EPA is a reclassification of the state aid portion of the Revenue Limit funding and is classified as unrestricted revenue.

The creation of the EPA benefits cash flow patterns and it also has an accountability component. Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent with the following provisos:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

In addition, there will now be a requirement for the annual financial audit to include verification that the EPA funds were used as specified by Proposition 30, and the additional cost of the audit would be an allowable expense from the EPA.

If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred. For FY 2013-14 the District received \$9,246,062 in EPA funding which was used for classroom teacher's salaries and benefits.

For FYs 2013-14, the District plans to spend EPA funding for classroom teachers' salaries and benefits.

The attached Resolution No. 14-047 details the provisions and requirements of the EPA.

FISCAL IMPACT

The unrestricted General Fund received \$9,246,062 in EPA funding that will be used for classroom teacher's salaries and benefits.

STAFF RECOMMENDATION

Approve Resolution No. 14-047 and the receipt and use of EPA funding as outlined.



RESOLUTION NO. 14-047
THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the State's Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board on September 25, 2013.

In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Berkeley Unified District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 4th day of June, 2014.

AYES:

NOES:

ABSENT:

ABSTAIN:

Beatriz Leyva-Cutler, Clerk
Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: June 4, 2014
SUBJECT: Approval of a New Course at Berkeley High School: AVID Senior Seminar

BACKGROUND INFORMATION

AVID (Achievement Via Individual Determination) Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor of college work. Students will engage in higher levels of writing, inquiry, collaboration, organization and reading strategies than experienced in the ninth and tenth grade AVID courses in order to prepare these students to be college ready.

AVID is a nationwide research-based secondary school program for students who need additional support to perform to their academic potential. AVID students, generally, come from groups underrepresented in four-year colleges and universities. AVID students are enrolled in a rigorous academic program while being given a support system through AVID elective classes.

The District initiated an AVID program in 2010 with a 7th grade cohort at each middle school. It has expanded one grade level each year since then, so a ninth grade AVID course was offered at Berkeley High School starting in 2012. In the fall of 2014, the AVID program will serve its first cohort of high school juniors. AVID students in ninth and tenth grades enroll in the AVID elective course which emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. In their junior and senior years, AVID students enroll in the AVID Senior Seminar. Students who enroll in the AVID Senior Seminar must have taken at least one year of AVID as a freshmen or sophomore and be enrolled in at least one Honors, Advanced Placement, or International Baccalaureate course.

The AVID Senior Seminar is a two-year course that focuses on the writing and critical thinking expected of first and second year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts.

The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work each year by/about one of the leaders. Each student is required to conduct a two-year research project that is presented in the senior year as well as to develop and present a portfolio representing their years of work in the AVID program. In addition to the academic focus of the AVID seminar, there are college-bound activities and tasks that students are expected to accomplish as they apply to four-year universities and confirm their postsecondary plans.

The AVID Senior Seminar is applicable for UC/CSU “g” elective credit.

POLICY/CODE

Ed Code 51054

Board Policy 6141

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve the new course at Berkeley High School: AVID Senior Seminar.

Course Description

A. COVER PAGE

1. Course Title AVID Senior Seminar	9. Subject Area History/Social Science English Mathematics Laboratory Science Language other than English Visual & Performing Arts (for 2003) X College Prep Elective
2. Transcript Title / Abbreviation AVID SS	
3. Transcript Course Code / Number	
4. School Berkeley High School	
5. District Berkeley Unified School District	
6. City Berkeley, CA	10. Grade Level(s) 11 th , 12 th
7. School / District Web Site www.berkeleyschools.net	11. Seeking "Honors" Distinction? <div style="text-align: center;"> Yes X No </div>
8. School Contact Name: Vernon Walton Title/Position: Vice-Principal Phone: (510) 644-4569 Fax: (510) 644-4221 E-mail: vernonwalton@berkeley.net	12. Unit Value 0.5 (half year or semester equivalent) X 1.0 (one year equivalent) 2.0 (two year equivalent) Other: _____
13. Date of School Board Approval	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. A course reinstated after removal	

<p>within 3 years. Year removed from List?</p> <p>Same course title? Yes No If no, previous course title?</p> <p>An identical course approved at another school in same district. Which school?</p> <p>Same course title Yes No If no, course title at other school?</p> <p>Year-long VPA course replacing two approved successive semester courses in the same discipline</p> <p>Approved Advanced Placement (AP) or International Baccalaureate (IB) course</p> <p>Approved UC College Prep (UCCP) Initiative course</p>	
<p>Approved CDE Agricultural Education course</p> <p>Approved P.A.S.S. course</p> <p>Approved ROP/C course. Name of ROP/C? Yosemite ROP</p> <p>X Approved A.V.I.D. course</p> <p>Approved C.A.R.T. course</p> <p>Approved Project Lead the Way course</p> <p>Other. Explain:</p>	
<p>15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? Yes X No</p> <p>If so, which school/program?</p> <p>Course title at other school:</p> <p><i>NOTE: This course is based on approved courses in high schools outside of California.</i></p>	
<p>16. Pre-Requisites</p>	<p>Previous enrollment in AVID elective class prior to grade 11 for at least one year.</p>
<p>17. Co-Requisites</p> <p>none</p>	<p>Enrollment in at least one Honors, Advanced Placement, or International Baccalaureate course or in a</p>

B. COURSE CONTENT

19. Course Goals and/or Major Student Outcomes

1. Students will learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents.
2. Students will demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions.
3. Students will develop various strategies to respond to a text including, annotating a text, writing learning logs, and developing double entry journals and summaries.
4. Students will develop their ability to relate prior knowledge to new information and make connections to related topics of information.
5. Students will demonstrate an ability to articulate a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis.
6. Students will develop their ability to write well-organized essays that are consistently coherent and logically developed.
7. Students will continue to learn to effectively summarize ideas contained in a text.
8. Students will develop skill in writing short answer response essays, including, timed essays.
9. Students will participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions.
10. Students will participate in discussions, presenting their ideas in a clear and articulate manner.
11. Students will listen to and respond to the ideas of others.
12. Students will develop a leadership role in Socratic Seminars.
13. Student will develop their skills in research techniques. *AVID Senior Seminar Course Outline 3*
14. Students will productively participate in both individual and group projects and discussions.

15. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.

16. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams.

17. Students will learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks

20. Course Objectives

Eleventh grade AVID Senior Seminar is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the 11th grade AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

The AVID Senior Seminar twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four- year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

21. Course Outline

Junior Year

I. Course Introduction

A. Introduce the theme of "Leadership as a Catalyst for Change in Society."

1. Examine students' perceptions about what constitutes a leader, including the qualities that characterize a leader. Using a variety of readings and collaborative group strategies, students analyze and

discuss how “leadership” is defined and what roles leaders play in our society.

2. Discuss the role of students as leaders in their school and community

B. Following the discussion and exploration of the course theme, have students write a short essay in which each student analyzes, from his/her point of view, what is meant by “leadership as a catalyst for change in society.”

1. Revisit this essay as the semester progresses so students can modify, reexamine and redefine their original definition.
2. As students study different leaders, have them develop graphic organizers, which outline the characteristics of a leader.

C. Utilizing a “philosophical chair” or other collaborative group discussion formats, ask students to analyze, discuss, and debate the following question, “Does history make a leader, or does a leader make history?”

II. Organization of Study

A. Develop a process and criteria to assign students to “study” team groups.

B. Each group will be assigned a specific leader to study in-depth.

1. Each study team will spend (4) weeks reading, analyzing, raising questions, discussing findings and exploring the life and role of the selected “leader.”
2. At the end of the 4 weeks, students, as a group, will rotate to another leader to study.

C. As a group, students will discuss and examine the historical, social and cultural period in which the leader lived and worked. They will create a historical timeline.

The will create a graphic organizer, a T Chart, in which they outline the characteristics of that period and juxtapose them to the response of their leader to those characteristics.

D. Reading—Critical analysis Assignments

1. Students will be required to read one major work about the leader in each group.
2. Students will be required to read at least two essays by the leader.
3. Students will read at least three essays written about the leader by other authors.
4. Students will read at least two sources that specifically discuss the historical, social, cultural and scientific issues of that period, there by placing the leader in historical context.
5. Throughout the time in each study team, students will engage in a variety of writing, inquiry, collaboration and reading (WIC-R) activities.

E. Writing Assignments

1. Students will be required to do the following on an ongoing basis: Take Cornell notes, write summaries, develop dialectical journals, and write at least two critical essays. In the essays students will analyze various historical, social, cultural issues.
2. Students will write an analytical essay of no less than three pages in which they examine, in detail, the major trends, conflicts and issues of the historical period in which the leader lived and worked.
3. Students will participate in individual and collaborative reader response groups to reflect and provide feedback for revisions.
4. Students will use a writing rubric designed specifically for the type of essay assigned and will be expected to score at least a 4 on a 6-point rubric.

F. Discussion and Oral Presentations

1. Students will be involved in ongoing discussions in each group based on questions the students generate from their readings.
2. Students will participate in Socratic Seminars on themes that link the various leaders they have studied.
3. The students will use the texts they have read to support different points of view.
4. Students will prepare oral presentations for each group outlining and discussing the major issues and questions that evolved about the leader they studied.

III. Final Paper

A. At the end of the spring semester each student will select a leader he/she wants to study in depth in the senior year.

B. The student will write a paper in which he/she explains why they have chosen a particular leader based on their readings and discussion. Student will also address the questions that were developed in the groups and select particular questions for in depth exploration.

Senior Year

I. The senior year will begin with a review of what was studied in the junior year.

A. Review, examine and discuss (in historical context) the contributions made by the leaders in the course of study.

B. Discuss what has made their contributions significant on both a personal and universal level.

C. Explore and develop possible research questions, topics and themes as a result of the discussion.

D. All discussions should be continually linked back to the theme of the course “Leadership as a Catalyst for Change in Society.”

II. Research Project

A. Students will review/revise the paper in which they explain and defend their choice of leader for research.

B. Students prepare a preliminary research question.

C. Students develop a plan and timeline for their project with input from their academic advisor. The plan must also include a reading schedule.

III. Reading Assignments

A. Students will read at least two long works (books) by their leader.

B. Students will read at least four essays, including speeches, by their leader.

C. Students will read at least four other sources—articles, books, essays, etc.—written about their leader.

D. Students must read four sources about the historical period in which their leader lived (lives) and worked.

IV. Writing Assignments

A. On an ongoing basis students will take Cornell notes, keep a dialectical journal, and write summaries, short essays and develop graphic organizers.

B. Every four weeks students will be required to write a well-developed critical essay in which they discuss their findings and the significance of these findings to their overall question.

C. Students will generate higher level thinking questions that evolve from their research. These questions will help to propel their research forward.

V. Outside Sources

A. Students will collect information from individual contacts who are in the same field of study as the leader being researched.

B. Students will form a mentorship with a scholar who has a special interest in the field of the leader being studied. This mentor will act as an advisor to the students’ project.

VI. Research Group

- A. Students will form research groups/teams based on the leader they are researching.
- B. team will be a forum in which to exchange ideas, generate questions for discussion, and develop possible themes and topics.
- C. The team will also be a forum to discuss and clarify issues regarding the historical context in which the leader worked.
- D. The team will also act as a peer editing group

VII. Socratic Seminars

- A. The Socratic Seminar should be an ongoing activity that helps the students see their leader in a global context.
- B. The Socratic seminar should explore some of the following topics:
 - 1. How does a leader affect society and how does society affect the leader?
 - 2. What are the pros and cons of the changes that have taken place because of a leader's work?
 - 3. What are the individual characteristics of a leader and are their commonalities amongst leaders?
 - 4. What makes a leader a catalyst for change? What would such leadership look like in a school, business, community, and nation?

VIII. Review Research Plan and Timeline

- A. By the end of the first semester the students should submit their preliminary notes.
- B. The students should finalize the thesis for their project.
- C. Students should revise their timeline.

IX. Oral Presentations from Each Team

- A. Each team will present a consensus about their findings.
- B. Each team will discuss the research questions of their individual members.
- C. Each team will present and defend the topics for each individual project.

X. Writing the Research Paper

- A. Students will use MLA Style form, bibliography, etc. for their project essay.

- B. Students will submit a schedule for submitting drafts of their project to their team and teacher.
- C. Students will state the thesis of their project.
- D. Students will present a preliminary bibliography.
- E. Students will present an outline of their research paper.
- F. Students will present drafts and revisions of their research paper in a timely fashion.

XI. Submission of the Final Research Project

- A. Students utilize the writing-research process in submitting their final paper.
- B. Students follow all established and recorded timelines.
- C. Students conference with their teacher and academic mentor about the results of their research.

XII. Individual Reflections—Essay

- A. Conclusions drawn from the research.
- B. The relationship of the leaders studied—his/her contributions, characteristics, accomplishments, education, goals—and the goals and aspirations of the AVID student.

NOTE: Support activities for writing assignments may be referenced in the revised (2005) *AVID High School Writing Teacher Guide*, especially those sections for advanced writing—argumentation, persuasion, exposition, and critical analysis.

22. Texts & Supplemental Instructional Materials

Bean, John C., Chappell, Virginia A., and Gillam, Alice M. *Reading Rhetorically: Brief Edition*
 Hacker, Diana, *A Writer's Reference*
MLA Handbook for Writers of Research Papers
 Zinsser, William, *On Writing Well*
 Trimmer, Joseph and Hairston, Maxine, *The Riverside Reader*
 Bloom, Lynn Z. and White, Edward M., *Inquiry: A Cross-Curricular Reader*
 Goodall, Jane, *Reason for Hope*
 Goodall, Jane, *Through the Window: My Thirty Years with Chimpanzees of Gombe*
 Goodall, Jane, *In the Shadow of Man*

Goodall, Jane, *The Chimpanzees of Gombe: Patterns of Behavior*

Goodall, Jane, *Africa in My Blood: An Autobiography in Letters—The Early Years*

Goodall, Jane, *Beyond Innocence: An Autobiography in Letters—The Later Years*

Gould, Stephen J., *Ever Since Darwin*

Gould, Stephen J., *The Flamingo's Smile*

Gould, Stephen J., *Bully for Brontosaurus*

Gould, Stephen J., *Hen's Teeth and Horse's Toes*

Gould, Stephen J., *Rocks of Ages: Science and Religion in the Fullness of Life*

Roosevelt, Eleanor, *The Autobiography of Eleanor Roosevelt*

Roosevelt, Eleanor, *My Day - Collection of Eleanor Roosevelt's Newspaper Column*

Roosevelt, Eleanor, *On My Own: The Years Since the White House*

Roosevelt, Eleanor, *It Seems to Me: Selected letters of Eleanor Roosevelt*

Lash, Joseph, *Eleanor and Franklin*

Lash, Joseph, *Eleanor: the Years Alone*

Lash, Joseph, *Love, Eleanor: Eleanor Roosevelt and Her Friends*

Gurewitsch, Edna P., *Kindred Souls: The Friendship of Eleanor Roosevelt and David Gurewitsch*

Suzuki, David, *The Scared Balance*

Levine, Joseph and Suzuki, David, *The Secret of Life*

King, Martin, Luther, Dr., *Where Do We Go From Here: Chaos of Community*

King, Martin, Luther, Dr., *Why We Can't Wait*

King, Martin, Luther, Dr., *Stride Toward Freedom*

King, Martin, Luther, Dr., *The Collected Speeches of Dr. Martin Luther King, Jr.*

Wooden, John, *They Call Me Coach*

Wooden, John, *My Personal Best: Life Lessons from an All-American Journey*

Wooden, John, *WOODEN: A Lifetime of Observations and Reflections On and Off the Court*

23. Key Assignments

- Reciprocal Teaching
- Literature Circles for Non-fiction
- Annotating the text
- Working with graphic organizers
- Quickwrites and freewrites
- Learning logs
- Double-entry journals

24. Instructional Methods and/or Strategies

- Lecture
- Collaborative group work
- Readings
- Library and Internet research
- Seminars
- Collaboration with Ad

25. Assessment Methods and/or Tools

- Papers, essays, writing and oral language rubrics
- Journals
- Learning logs
- Exams, quizzes
- Participation
- Observation
- Conferencing
- Final project
- Reflection

26. Context for Course

AVID elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. AVID students, generally, come from groups underrepresented at our four-year colleges and universities. They are enrolled in a rigorous academic program while being given a support system in the AVID classes through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: June 4, 2014
SUBJECT: HUMAN RESOURCES REPORT
 The following is submitted for approval.

CERTIFICATED EMPLOYEES

Name	Classification (Temporary, Probationary or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>LEAVES</u>						
Patrick Collins	Permanent	Teacher	1.0	Longfellow	05/02/14	05/30/14
Thuy-Mi Dang-Hunter	Permanent	Teacher	1.0	Washington	05/16/14	06/12/15
Jana Luft	Permanent	Teacher	.20	Berkeley High	08/25/14	06/12/15
Ross Parker	Permanent	Teacher	1.0	Berkeley High	01/27/15	06/12/15
Phillip Provost	Permanent	Teacher	1.0	Berkeley High	05/16/14	06/13/14
Rebecca Rosen	Permanent	Teacher	.40	Thousand Oaks	08/25/14	06/12/15
Julianne Searle	Permanent	Teacher	1.0	King	02/18/14	03/28/14
Uri Skowronski	Permanent	Teacher	1.0	Berkeley High	08/25/14	01/27/15
<u>REDUCED WORKLOAD</u>						
Marlene Israel	Permanent	Teacher	.50	Arts Magnet	08/25/14	06/12/15
<u>NEW ASSIGNMENT</u>						
Erin Schweng	Permanent	Interim Vice Principal	1.0	Berkeley High	01/27/14	06/02/14
<u>SEPARATIONS</u>						
Melissa Aerni	Permanent	Teacher	1.0	Arts Magnet	06/13/14	
Darlene Anderson	Temporary	Teacher	1.0	King	05/11/14	
Joni Beach	Probationary	Teacher	1.0	Longfellow	06/13/14	
Andrew Peregoy	Probationary	Psychologist	1.0	REALM	07/31/14	
Heather Tugwell	Permanent	Teacher	1.0	Prof. Development	05/16/14	
George Yoshida	Temporary	Teacher	Hourly	Adult School	05/12/14	
<u>RESCISSION OF LEAVE</u>		<u>PRIOR REPORT INFORMATION</u>			<u>BOARD REPORT DATE</u>	
Jay Cohen, Teacher, King, 1.0		Leave 08/25/14 – 06/12/14			04/23/14	

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>SEPARATIONS</u>						
Maliqie Mullens	Permanent	Interpreter for the Deaf	.80	John Muir	05/16/14	
Yvonne Suniamafileo	Permanent	Instructional Technician	.47	LEARNS at Malcolm X	05/08/14	
<u>LEAVES</u>						
Danielle Adams	Permanent	Instructional Technician	.53	LEARNS at Le Conte	04/28/14	06/13/14
Sana Amanullah	Permanent	Buyer	1.0	Purchasing	07/29/14	10/31/14
Lynette Bailey	Permanent	Custodian I	1.0	Berkeley High	05/12/14	TBD
Janice Johnson	Permanent	Instructional Assistant, ECE	.80	King, CDC	05/02/14	06/02/14
Foroozan Toofan	Permanent	Accounting Technician	1.0	Business Services	04/22/14	06/20/14
<u>NEW HIRES OR REHIRES</u>						
Kenneth Hunter	Probationary	School Campus Monitor	1.0	Washington	05/01/14	*
Susan Jardin	Probationary	School Service Assistant	.40	Cragmont	05/14/14	*
Mirko Micanovic	Probationary	School Service Assistant	.40	Arts Magnet	05/14/14	*
Jorge Ochoa	Probationary	Grounds Gardener	1.0	Maintenance	05/01/14	*
Valerie Pope	Probationary	Manager, General Services	1.0	Berkeley High	05/01/14	**
David Reed	Probationary	Instructional Media Technician	.80	Central Media Library	05/01/14	*
Marcellus Thomas	Probationary	Custodian I	1.0	Berkeley High	05/05/14	*
Damond Tims	Probationary	Custodian I	1.0	Berkeley High	05/01/14	*
<u>NEW ASSIGNMENT</u>						
Neesa Lazarus	Probationary	Instructional Assistant, ECE	.20	John Muir	05/01/14	*
<u>LIMITED TERM/PROVISIONAL</u>						
Chawn Clark	Provisional	Transportation Dispatcher	1.0	Transportation	04/28/14	06/30/14
Latrice Grayson	Provisional	Instructional Assistant, ECE	.80	King, CDC	04/28/14	06/13/14

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	
<u>LIMITED TERM/PROVISIONAL (continued)</u>						
Janet Huseby	Limited Term	Program Assistant	.23	Berkeley High	03/18/14	06/13/14
Lona Kelley	Provisional	Senior Personnel Assistant	1.0	Human Resources	05/23/14	06/30/14
Gloria Mendez	Provisional	Clerical Assistant II	.33	Curriculum & Instruction	07/01/14	08/29/14
Robert Russell	Provisional	Facilities Security Worker	1.0	Operations	05/30/14	06/17/14
*Upon completion of six work months						
** Upon completion of one work year						

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: June 4, 2014
SUBJECT: Overnight Field Trip Requests

BACKGROUND INFORMATION

The following overnight field trips requests are being made:

BHS Executive Student Leadership Team Retreat, Tilden Regional Park, August 10-11, 2014

Approve participation of 40 Berkeley High School students and 4 teachers on a two-day, one-night field trip to Tilden Regional Park in Berkeley, CA. Parents and teachers who have filed appropriate paperwork per Resolution 04-65 will provide transportation for students to the Wildcat View group campsite from BHS on Sunday, August 10, at 2:00 p.m. and from the event at 12:00 p.m. on Monday, August 11, 2014. During the retreat, students will develop team building skills and learn to identify the needs of all students in order to be effective in their roles as Associated Student Body leaders. Students will sleep in supervised, gender specific tents in separate sleeping areas at the campsite. The total cost of \$500 will be paid with ASB Funds and parent donations. No student will be denied access based on inability to pay. Requested by Vernon Walton, BHS, Vice-Principal.

Marin Headlands, CA, August 7-8, 2014

Approve participation of 30 eleventh grade Bridge students, 3 teachers and 3 other adults on a two-day, one-night field trip to the Marin Headlands Hostel. The group will depart Berkeley High School at 9:00 a.m. on Thursday, August 7, and return at 4:00 p.m. on Friday, August 8, 2014. BUSD will provide transportation. Students will engage in planned activities which include team building, leadership development, and learning to act as ambassadors by mentoring the incoming 9th grade class. Students will sleep in chaperoned gender specific rooms at the hostel. The cost of \$150 per student will be paid from Bridge funding provided by the City of Berkeley. No student will be denied access based on inability to pay. Requested by Pasquale Scuderi, Berkeley High School Principal.

POLICY/CODE

Education Code 35330
Board Policy 6153

FISCAL IMPACT

As indicated above.

STAFF RECOMMENDATION

Approve the overnight field trips consistent with the District Policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: June 4, 2014
SUBJECT: Release/Non-Reelection of Temporary and/or “Probationary 0”
Certificated Employee

BACKGROUND INFORMATION

The California Education Code provides for the employment of certificated personnel as non-tenure track for multiple specified reasons, including possession of only an ROP credential and teaching only ROP courses pursuant to Education Code Section 44910. Such employees may be released prior to the end of the school year at the Board’s discretion. To prevent overstaffing, to maintain the integrity of the employment process, and to assure that the District employs the best available certificated staff, it is prudent to release specific “Probationary 0” employees at the conclusion of the school year. Such individuals may re-apply for vacant positions in the District under specific circumstances.

POLICY/CODE

Education Code Sections 44929.21(b) and 44910

FISCAL IMPACT

Unknown at this time

STAFF RECOMMENDATION

Approve the Resolution.

**BOARD OF EDUCATION
OF THE
BERKELEY UNIFIED SCHOOL DISTRICT**

Resolution No. 14-050:

**Release/Non-Reelection of “Probationary 0”
Certificated Employees**

WHEREAS, Education Code section 44929.21(b) authorizes the release of first year (and “Probationary 0”) employees prior to the end of the school year; and

WHEREAS, certain employees hired in a temporary capacity (including ROP teachers employed pursuant to Education Code section 44910) by the District *may* retain certain employment protections even though these employees are unable to accrue permanent status in the manner of probationary employees (such employees are otherwise referred to as having “Probationary 0” status).

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The employees who are designated as “Probationary 0” temporary employees of the District shall be released/non-reelected prior to the end of the 2013-2014 school year for the 2014-2015 school year.
2. The Superintendent, or designee, is authorized and directed to give notice to each affected employee of this decision. Notice shall be given:
 - a. in the manner required by law; and
 - b. in conformity with the mandated timeline.

THIS RESOLUTION was passed and adopted by the Board at a regular meeting held on the 4th day of June, 2014, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Signed and approved by me after its passage.

Beatriz Leyva-Cutler
Clerk, Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

**Minutes, Joint Study Session
Berkeley Unified School District and
Berkeley Unified Personnel Commission**

OFFICIAL MINUTES

Wednesday, May 21, 2014
Berkeley Unified School District
2020 Bonar Street
Berkeley CA 94702

Roll Call 7:00pm

Board of Education:

Josh Daniels, President
Judy Appel, Vice-President
Beatriz Leyva-Cutler, Director
Julie Sinai, Director
Karen Hemphill, Director (excused)
Shira Wolkenfeld, Student Director

Administration: Donald E. Evans, Ed.D, Superintendent
Javetta Cleveland, Deputy Superintendent
Neil Smith, Assistant Superintendent, Educational
Services
Delia Ruiz, Assistant Superintendent, Human
Resources

Personnel Commission:

Timothy Carter, Chairperson
Ann Aoyagi, Vice Chairperson
Dan Lee, Commissioner
Randy Perez, Secretary

The meeting was called to order at 7:15 pm.

Public Testimony

Six people addressed the Board.

DISCUSSION ITEMS

1. The Classification and Compensation Study pertaining to the classified service of the District

EXTENDED PUBLIC TESTIMONY

None

Chairperson Carter adjourned the meeting at 8:27 pm.

Beatriz Leyva-Cutler, Clerk
Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

Minutes, Regular Meeting

Wednesday, May 21, 2014
Berkeley Unified School District
2020 Bonar Street
Berkeley CA 94702

OFFICIAL MINUTES

Roll Call 7:30pm

Members Present:

Josh Daniels, President
Judy Appel, Vice-President
Beatriz Leyva-Cutler, Director
Julie Sinai, Director
Karen Hemphill, Director (excused)
Shira Wolkenfeld, Student Director

Administration: Donald E. Evans, Ed.D, Superintendent
Javetta Cleveland, Deputy Superintendent
Neil Smith, Assistant Superintendent, Educational Services
Delia Ruiz, Assistant Superintendent, Human Resources

The closed session meeting was called to order at 6:10 pm.

Report Closed Session Actions

- 1) Collective Bargaining Update with BCCE
- 2) Public Employee Discipline discussion
- 3) Public Employee Appointment
 - a. Director of Human Resources: appointed Evelyn Bradley **Daniels/Appel** and approved on a vote of 4-0

President Daniels: Yes
Vice-President Appel: Yes
Director Hemphill: Excused
Director Leyva-Cutler: Yes
Director Sinai: Yes

The open session meeting was called to order at 8:30 pm.

Reading of Mission and Meeting Overview

Recognition: Cesar Chavez Essay Winners

Name	School	Grade
Maribel Williams	Cragmont	5
Alexia Wosene	Cragmont	5
Lizbeth Guadalupe Milan	Emerson	5
Luca Mirza	Jefferson	2
Ishmael King'ori Perry	LeConte	5
Anna Fromson-Ho	Longfellow	7
Hannah Freedman	Malcolm X	5
Adeline French	Malcolm X	4
Arwen Bristol	Malcolm X	4
Camilo Grimm	Rosa Parks	5

APPROVAL OF REGULAR AGENDA

Director Appel recused from item C-9

D-2: Amended to read, *Discussion* of Proposed Policy on the Use of Surveillance Cameras

Leyva-Cutler/Appel and approved on a vote of 5-0

President Daniels: Yes

Vice-President Appel: Yes

Director Hemphill: Excused

Director Leyva-Cutler: Yes

Director Sinai: Yes

Student Director Wolkenfeld: Yes

Public Testimony

Six people addressed the Board.

C-13: Elimination/Reduction and Addition of Specific Classified Positions in the Garden and Cooking Program (1)

A-3: Recommendation for expenditures in 2014-15 of Funds Allocated to Parent Outreach from BSEP (1)

Non Agenda Items: (4)

UNION REPORT

Paula Phillips, BCCE President

Lisa Kelly and Kimberley Burton-Laurance, BFT members spoke

Committee Comments

Laura Babbit, PAC member spoke

Board Members' Reports

Highlights:

- Director Appel requested a more creative technology plan for next year. She would like to see a plan that includes teaching students 21st Century skills. She also stressed the importance of the work being done in the Professional Learning Communities (PLC). They were not mentioned in the BSEP Professional Development budget. Thanked the organizers of the march for equity that was held on Monday.
- Director Sinai thanked PCAD and the NAACP for their work in organizing the march on Monday. She emphasized the theme of “all our children are brilliant.” Thanked the teachers that spoke about the recruitment and retention of teachers of color. Expressed regret for the reduction of the Gardening and Cooking programs. She wants to make sure that Berkeley Technology Academy and Independent Study staff has access to professional development.
- Director Leyva-Cutler encouraged Board members to appoint members to the Peace and Justice Commission. She would like to have a district wide technology plan that will focus our resources on 21st Century skills. She was impressed with the Young Gifted and Black student group that performed at the march on Monday. She would like to see similar programs fostered in Berkeley.
- President Daniels congratulated the BHS Baseball team for making the playoffs. Recognized the 60 year anniversary of *Brown v. Board of Education*.

Superintendent's Report

- Congratulated the Cesar Chavez Essay winners and thanked our teachers for having a great impact on our students
- Thanked the BFT Teachers of Color Committee for attending the meeting and for the thoughtful recommendations they have made.
- Expressed a sense of urgency in moving forward with a District wide Technology Plan.

APPROVE CONSENT CALENDAR

Director Appel recused from item C-9

Sinai/Leyva-Cutler and approved unanimously 5-0

(Appel Recused on C-9)

President Daniels: Yes

Vice-President Appel: Yes (recused from C-9)

Director Hemphill: Excused

Director Leyva-Cutler: Yes

Director Sinai: Yes
Student Director Wolkenfeld: Yes

ACTION ITEM

1. Approval of Tentative Agreement with the Union of Berkeley Administrators (UBA) for Successor Agreement for 2013-16

Appel/Sinai and approved unanimously 5-0

President Daniels: Yes
Vice-President Appel: Yes
Director Hemphill: Excused
Director Leyva-Cutler: Yes
Director Sinai: Yes
Student Director Wolkenfeld: Yes

2. Approval of Public Disclosure of Collective Bargaining Agreement Documents

Wolkenfeld/Leyva-Cutler and approved unanimously 5-0

President Daniels: Yes
Vice-President Appel: Yes
Director Hemphill: Excused
Director Leyva-Cutler: Yes
Director Sinai: Yes
Student Director Wolkenfeld: Yes

3. Recommendation for Expenditures in 2014-15 of Funds Allocated to Parent Outreach from BSEP

Daniels/Appel and approved unanimously 5-0

President Daniels: Yes
Vice-President Appel: Yes
Director Hemphill: Excused
Director Leyva-Cutler: Yes
Director Sinai: Yes
Student Director Wolkenfeld: Yes

DISCUSSION ITEMS

1. Recent Incidents in Downtown Berkeley Involving Berkeley High School Students
2. Approval of Proposed Policy on the Use of Surveillance Cameras
Board Direction: Staff to meet with stakeholders to gain feedback

EXTENDED PUBLIC TESTIMONY

None

EXTENDED BOARD COMMENTS

None

President Daniels adjourned the meeting at 11:00 p.m.

Beatriz Leyva-Cutler, Clerk
Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: A. Kay Altizer, Executive Director of Special Education and Student Health
DATE: June 4, 2014
SUBJECT: School Linked Health Services

BACKGROUND INFORMATION

The mission of School-Linked Health Services is to improve health and education outcomes for Kindergarten-5th grade students in BUSD by strengthening, building, and maintaining formal linkages between the City of Berkeley (COB) Public Health Division and BUSD. There is a strong belief that health and education outcomes are inextricably linked.

The goal is to enhance the capacity of COB and BUSD to provide a continuum of health services and to facilitate collaboration among programs in order to promote school connectedness and more effectively respond to the needs of elementary aged students and their families.

During the 2013-14 school-year, the School-Linked Health Services and BUSD nurses met regularly to develop priorities and to monitor the activities related to the established priorities. The BUSD nurse position makes it possible to better address the needs of students with IEPs with medical issues and to follow-up on high priority health needs in the general education population. The collaboration between the school nurse and the public health nurse has resulted in less duplication of services and better support of students at school sites.

The School-Linked Health Services staff and the BUSD school nurse will provide a presentation to review the priorities and outcomes for the 2013-14 school year and projected priorities for 2014-15.

POLICY/CODE

Board Policy 5030.3 Student Health-Social Services

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive information about the collaboration between School Linked Health Services.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
Debbi D'Angelo, Director, Evaluation and Assessment
DATE: June 4, 2014
RE: Update on Implementation of the Plan to Accelerate the Achievement of African American Students

BACKGROUND INFORMATION

The Board approved the Plan to Accelerate the Achievement of African American students on May 22, 2013 to be implemented in school year 2013-2014. The need for this plan is based on the persistent gaps in student achievement. "Achievement" is defined broadly to encompass academic measures (including State test scores, local assessments, graduation rates, CAHSEE passage rates, special education designation, and grade point averages), as well as non-academic measures (such as attendance/truancy, discipline referrals, suspension rates). The development of the focus areas, initial strategies and accompanying action steps took approximately three months including a thorough review of research and data; the Board received status reports in January, February and April, 2013 to keep up-to-date on the progress to develop this plan. The Board received the first implementation update on October 13, 2013. This report contains an update for Spring, 2014.

The update addresses the four goals of the plan as well as the engagement of parents:

- Racial and Cultural Competency
- Response to Instruction and Intervention including Positive Behavioral Intervention Support
- Middle School Bridge Program
- Student Engagement / Mentoring Program

The appendix to the update includes specific documents that accompany the four goals.

Goal 1: *Racial and Cultural Competency:* Provide professional development for all middle school staff members to build foundational knowledge for infusing racially and culturally responsive practices into their work with students, families, and co-workers. (See Appendix A)

1. Six academies have been offered between June, 2013 and March, 2014. In total, 157 staff members attended the academies. Of the 157 in attendance, 32 were middle school classified staff, 102 were middle school teachers, 8 middle school administrators and 15 other certificated and classified staff.

2. In total, this figure represents 75% of Middle School Teachers trained and more specifically:
 - a. 100% of Longfellow
 - b. 66% of Willard
 - c. 66% of King.
3. One more academy for middle school staff is scheduled for June, 2014

Goal 2: Response to Instruction and Intervention (RtI²) including a Positive Behavioral Intervention Support (PBIS): Implement a continuum of academic, behavioral, and/or other intervention strategies for the middle schools by providing quality core instruction, early, targeted intervention and continuous monitoring of student progress. (See Appendix B)

1. The RtI² committee met twice during the school year to review the implementation of RtI² as outlined in the flow chart and accomplishments to date for RtI² and PBIS in Appendix B.
2. The committee met with the RtI² teacher leaders from each site to design a system within *Illuminate* to monitor the RtI² programs in Elementary and Middle Schools. This monitoring system will provide more information to the middle schools as the 5th graders make this transition this year, with a specific focus on the incoming Bridge students (see Goal 3).
3. The Middle School Bridge teachers used the Intervention Log in *Illuminate* to monitor interactions between the Bridge teachers and their students, families, other teachers and mentors.
4. Data from the confidential logs are being examined by the Director of Research and Evaluation for trends as they connect to the achievement of African-American students.
5. The Toolbox Social-Emotional curriculum, piloted at Malcolm X and John Muir this year, has helped reduce behavioral referrals and suspensions, so the curriculum has been recommended for implementation in 6th grade in 2014-15. The Grade 6 Middle School Bridge teachers will use it as a component of Bridge next year.

Goal 3: Middle School Bridge Program: Design a Middle School Bridge program targeting identified students of African-American descent beginning with a 5th to 6th grade cohort at all three middle schools.

1. One .2 FTE teacher per site was hired to serve as Case Manager and Bridge Program teacher.
2. Sixty (60) total students were selected out of 180 students of African-American descent to participate in the 2013-2014 Summer and School Year Bridge program (20 per school site).

3. The five-day Summer Bridge curriculum focused on navigating the middle school environment and building self-confidence, leadership and organizational skills to use in the classroom. Parents attended the first day, and students took a Bridge pre-inventory (provided) of their comfort level in the areas listed above.
4. Bridge teachers are monitoring their students' academic progress and attendance, continuing the Bridge program curriculum, meeting with students before, during and after school. The Bridge classes participated in a Leadership and Ropes Course through Cal Adventures. Students have begun to develop a college-going mindset through weekly goals sessions. In February, students took a mid-year Bridge Inventory to help inform the assignment of mentors.
5. At the end of the school year, student performance data will be analyzed, including students' self-assessment based on the Bridge Inventory, grades, local assessments, suspensions and absences. Preliminary teacher review indicates positive trends in academics, fewer students absent or late, and only one suspension total for all 60 students.
6. Planning for the 2014-2015 Cohort has begun. There are 154 incoming sixth graders who are of African-American descent. Elementary Principals have reviewed data including the students' Academic Support Index, Reading and Math 2013 CST scores and 2013-14 district winter assessments as well as current attendance and suspensions to make recommendations. Middle School Principals will then review these recommendations to identify a final list to be invited to participate in the program.

Goal 4: Student Engagement/Mentoring: Address the need for African American students to feel successful, actively engaged in the classroom and in school life, and on a pathway to success. Strategies will include effective mentoring and coordination of support services for targeted students.

1. A contract and memorandum of agreement was signed with the Berkeley Alliance in the Fall to hire a Mentoring Coordinator. The recruitment process proved more challenging than expected with co-coordinators not selected until January, who then unexpectedly resigned. The Executive Director of the Berkeley Alliance was instrumental in creating research-based mentor documents (See Appendix C) for identified mentors.
2. The current Mentoring Co-Coordinator were hired in February and have recruited and placed 60 mentors, most of whom have begun working with the students. (Some of the mentors are current district employees.)
3. Each mentor received the attachments in Appendix C and used the Individual Vision Plan to help students envision a college-bound future.

Parent Engagement

Parent Engagement was also addressed in the Plan to Accelerate the Achievement of African-American students, specifically stating that the District would convene an African-American Advisory Council inviting interested parents to participate.

1. Families of Bridge students were invited to attend the first day of the Summer Bridge Program, and 80% or more attended. A follow-up parent meeting was held during the school year, and approximately 30% were in attendance. An end-of-year parent meeting will be held as part of the Bridge celebration.
2. Bridge teachers have connected with each student's family on an on-going basis through emails, texts, phone calls and personal visits. A connection was made with each family at least once every two weeks.
3. Identified African-American families from each school have been invited to attend Black Parent Affinity Group Meetings. Two meetings have been held recently.

Student performance data will be reported to the Board in the Fall.

POLICY/CODE

Board Bylaw 9000

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive the update on the implementation of the Plan to Accelerate the Achievement of African American Students for information.

BUSD Cultural Competency Foundational Academy

Cultural Competency Foundational Academies

Three full-day academies that will provide participants with foundational knowledge for infusing culturally responsive practices into their work with students, families, and co-workers

<p>Academy 1: Exploring the Influence of Culture on Individual Identity and the Schooling Experience</p>	<p>Academy 2: Examining the Influence of Power and Privilege on the Educational Process</p>	<p>Academy 3: Discovering Culturally Responsive Pedagogy and Practices to Facilitate Learning</p>
<p>In this academy we explore culture and diversity as it applies to educators, students, and families by unpacking the influence of culture on individual identity development, everyday interactions, and educational experiences.</p> <p>Academy 1 is a prerequisite for Academy 2 or 3.</p>	<p>In this academy we examine social power and privilege as it plays out in society and in education. We also explore how power and privilege disparities within schools create inequitable educational opportunities and outcomes for Students of Color, students whose first language is not English, students who are economically disadvantaged and students who are labeled with special education needs.</p>	<p>In this academy we study how to use culturally responsive pedagogy and practices to facilitate and support the achievement of all students by defining the dimensions of culturally responsive education, developing an understanding of how to create a culturally responsive classroom, and identifying features of culturally responsive curriculum.</p>

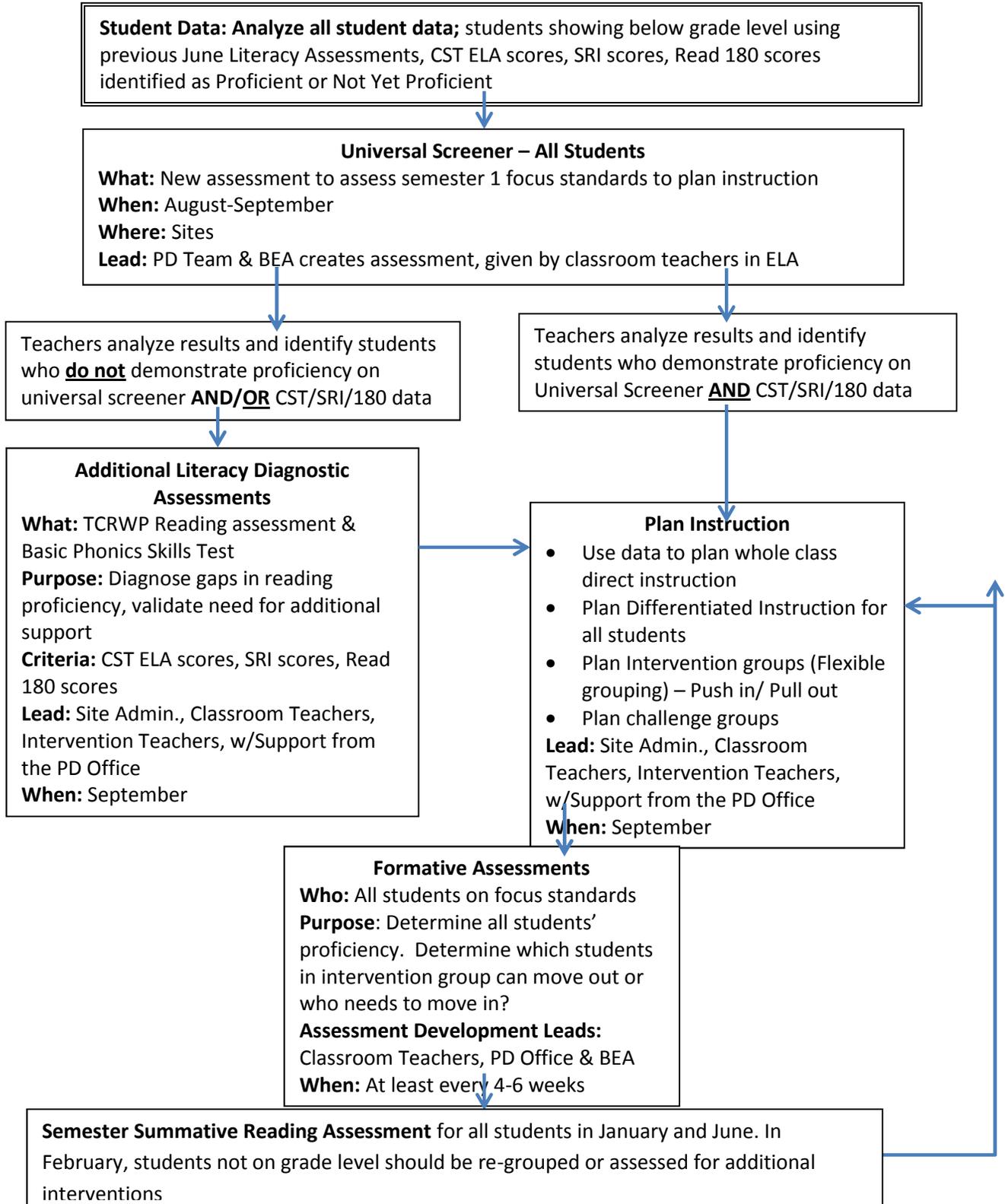
Participants should plan to attend all three academies in order to fully benefit from the layered content

**Facilitator: Pamela Harrison-Small
Executive Director, Berkeley Alliance**

**Academies are held at
Berkeley Adult School
1701 San Pablo Ave, Room 213**

This PD opportunity is open to all BUSD Employees with prioritized space provided to Middle School Staff as part of the Plan to Accelerate the Achievement of African American Students

Appendix B: BUSD Response to Instruction & Intervention RTI²– Middle School



RtI² Update: 5.21.14

State of the work:

Where are we at with RtI² implementation? (review RtI² Updates for Advisory handout)

We are focused on site implementation now. This is the most challenging stage in many ways. We have to take the framework outlined in documents and plans like the RtI² manual and Learning by Doing and make them happen at the site level, both consistently across sites but also with enough flexibility to be adaptive to specific site needs. We are currently focused on capacity building at sites around common key components of RtI².

The strengthening of RtI² implementation will continue to require the collective effort of all district leaders, principals, teachers and staff working together to make progress at the site level.

Next steps:

- Collaboration time and PLCs will include RtI² as a priority.
- Site capacity around coordinating RtI² has varied at different sites. LCAP funding for site RtI² teacher / coaches will help to address this issues.
- Ongoing training and support for identifying and implementing the key components of RtI² is needed.
- Exploring and augmenting instructional materials to support Tier 2 interventions in addition to core instruction in ELA and math.
- Continuing collaboration with ELA and math instructional coaches and teachers around implementing quality core instruction aligned to the Common Core.
- Continuing training and roll out of the *Illuminate* RtI² module to track student data around interventions and progress in one secure place.

Appendix B: BUSD Response to Instruction & Intervention RTI²– Middle School

BUSD RTI² Update: 2013 Accomplishments to Date

RTI² and Tier 1 Implementation:

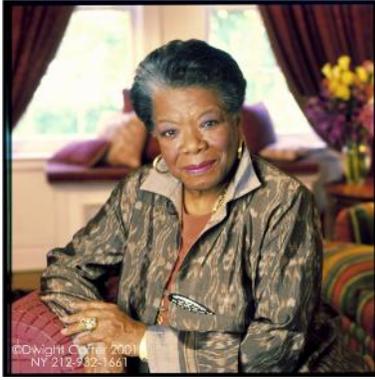
- created middle school reading flowchart, which includes ongoing assessments and data analysis, included in plan to Accelerate the Achievement of African American Students
- trained all pre K-8 and adult school teachers and administrators in Common Core Standards in literacy and math as quality core instruction
- created draft Common Core scope and sequences for K-12 literacy and K-7 math
- piloting *A Story of Units* for K-5 math and new TCRWP units for K-5 literacy
- K-8 RTI² teacher leaders trained centrally and facilitated Professional Learning Communities at their sites
- supported BHS academic language team with interdisciplinary literacy project and implementation of common writing assessments
- continued trainings in Constructing Meaning for 6-12 and Systematic ELD K-8
- in collaboration with K-12 teachers developed district-wide academic vocabulary list for each grade
- monthly Special Education PLCs for K-5 teachers
- Positive Behavior Interventions and Supports trainings centrally for site teams, creation of site PBIS manuals
- afterschool teachers trained in Common Core math
- new common core-aligned language arts and writing assessments in 6-8
- Cultural Competency trainings for middle school teachers and staff
- piloting Toolkit social-emotional curriculum at Malcolm X and John Muir

Universal Screening:

- district-wide implementation of kindergarten universal screening
- 6-8 universal screening for Common Core reading standards given in the fall of 2013
- implementation of BHS formative writing assessments given to all students three times a year

RTI² and Tier 2 Implementation:

- adopted and trained K-5 and special education teachers in Do the Math and Leveled Literacy Intervention programs aligned to Common Core Standards
- revised district student referral forms
- middle school teachers trained and given materials and support to assess students using the TCRWP (Fountas and Pinnell) running record reading assessments
- creation and piloting of RTI Illuminate Module to track student interventions and monitor progress through MS Bridge Program
- end of year transition meetings for pre-K to K and 5th to 6th grade
- middle school bridge program implemented



Pledge

A Pledge to Rescue Our Young

BY DR. MAYA ANGELOU

Young women, young men of color, we add our voices to the voices of your ancestors, who speak to you over ancient seas and across impossible mountaintops.

Come up from the gloom of national neglect; you have already been paid for.

Come out of the shadow of irrational prejudice; you owe no racial debt to history.

The blood of our bodies and the prayers of our souls have bought you a future free from shame and bright beyond the telling of it.

We pledge ourselves and our resources to seek for you clean and well-furnished schools, safe and nonthreatening streets, and employment which makes use of your talents, but does not degrade your dignity.

You are the best we have.

You are all we have.

You are what we have become.

We pledge you our whole hearts from this day forward.

Written by Dr. Maya Angelou

for the National CARES Mentoring Movement

Shared with the Bridge Mentors and Teachers as part of the 2014 Bridge Program

Bridge Inventory (All Answers are Confidential)

Leadership

- | | NO | | | | | YES | |
|----|-----------|---|---|---|---|------------|--|
| 1. | - | 1 | 2 | 3 | 4 | 5 | - I enjoy working on teams. |
| 2. | - | 1 | 2 | 3 | 4 | 5 | - I am able to speak clearly to my circle of friends. |
| 3. | - | 1 | 2 | 3 | 4 | 5 | - I am able to speak clearly to students outside of my circle. |
| 4. | - | 1 | 2 | 3 | 4 | 5 | - I am able to ask my teachers questions individually. |
| 5. | - | 1 | 2 | 3 | 4 | 5 | - I feel comfortable asking my teachers questions in front of the group. |

Organizational Skills

- | | NO | | | | | YES | |
|----|-----------|---|---|---|---|------------|---|
| 6. | - | 1 | 2 | 3 | 4 | 5 | - I am good at planning. |
| 7. | - | 1 | 2 | 3 | 4 | 5 | - I enjoy collecting and organizing information. |
| 8. | - | 1 | 2 | 3 | 4 | 5 | - I am comfortable taking notes for a class. |
| 9. | - | 1 | 2 | 3 | 4 | 5 | - I am comfortable sharing those notes with others. |

Bridge Inventory (All Answers are Confidential)

Navigating Middle School

- | | NO | | | | YES | |
|-----|----|---|---|---|-----|--|
| 10. | - | 1 | 2 | 3 | 4 | 5 - I can interpret rules and regulations. |
| 11. | - | 1 | 2 | 3 | 4 | 5 - I feel comfortable asking others for advice. |
| 12. | - | 1 | 2 | 3 | 4 | 5 - I thrive on change. |

Self-Confidence

- | | NO | | | | YES | |
|-----|----|---|---|---|-----|---|
| 13. | - | 1 | 2 | 3 | 4 | 5 - I am good at solving problems. |
| 14. | - | 1 | 2 | 3 | 4 | 5 - Giving directions is comfortable for me. |
| 15. | - | 1 | 2 | 3 | 4 | 5 - I know how to develop goals and carry them out. |
| 16. | - | 1 | 2 | 3 | 4 | 5 - I am comfortable at implementing new techniques. |
| 17. | - | 1 | 2 | 3 | 4 | 5 - I enjoy appraising performance and giving feedback. |
| 18. | - | 1 | 2 | 3 | 4 | 5 - If I made a mistake, I would admit it and correct it. |
| 19. | - | 1 | 2 | 3 | 4 | 5 - I am able to resolve conflict at school. |
| 20. | - | 1 | 2 | 3 | 4 | 5 - I believe in diversity in school. |
| 21. | - | 1 | 2 | 3 | 4 | 5 - One of my greatest desires is to become a leader. |

Welcome

To the Berkeley Alliance

Hand in Hand Mentoring Programs

“When a young person, even a gifted one, grows up without proximate living examples of what [he or she] may aspire to become--whether lawyer, scientist, artist, or leader in any realm--[his or her] goal remains abstract. Such models as appear in books or on the news, however inspiring or revered, are ultimately too remote to be real, let alone influential. But a role model in the flesh provides more than inspiration; his or her very existence is confirmation of possibilities one may have every reason to doubt, saying, 'Yes, someone like me can do this.'”

Sonia Sotomayor

Thank you for embarking on this journey to help make a difference in the lives of youth in Berkeley, California. We strongly believe that with your help we can empower the next generation to be all that they can be by having positive affirming role models in their lives. Knowing that somebody cares and is encouraging them to follow their dreams can be the difference between a student striving for success or ending up as another negative statistic. With your help, young people will develop skills needed to become productive contributing citizens.

Through the *Hand and Hand* Mentoring programs, we will offer you several opportunities to help young people realize their potential. You will have the opportunity to use your life experience to inspire them to identify personal dreams or goals and build actions plans towards achieving them. Our hope is that the relationship that you build with your mentee is as rewarding for you, as it is rewarding for them.

Again, we thank you for your commitment to help us improve life outcomes for our students and for being apart of this movement to cultivate and enhance students lives as we work *Hand in Hand*.

Berkeley Alliance * 2020 Bonar Street * Suite 116 * Berkeley, California 94702 * (510) 644-8916

Project Coordinators:

Kristen Beauford, kbeauford@berkeleyalliance.org and Patricia Geritz, pgeritz@berkeleyalliance.org



Berkeley Alliance- Hand in Hand Mentoring Program Mentor Placement Notes

Please Print

Legal Name _____
First
Middle
Last

Name as you want it to be printed on name badge _____

- 1.) Do you prefer working with a quiet, reserved mentee? Yes No No Preference
- 2.) Do you prefer working with an outgoing mentee? Yes No No Preference
- 3.) Do you speak a language other than English? Yes No
 If yes, what language(s) do you speak? _____

- 4.) Subjects/Interests (check all that apply):
- ___ Playing sports, such as _____
 - ___ Watching sports, such as _____
 - ___ Writing ___ Reading
 - ___ Listening to music, such as _____
 - ___ Photography ___ Film/editing ___ Attending plays
 - ___ Playing video games such as _____
 - ___ Going to the movies
 - ___ Arts and crafts such as _____
 - ___ Visiting zoos and parks ___ Visiting museums ___ Social Media
 - ___ Computers and Technology ___ Cooking ___ Hiking and seeing nature
 - ___ Graphic design
 - ___ Other _____

Are there special accommodations you may need to perform volunteer duties: _____ 5)

Do you have a preferred placement site? Yes No
 If Yes, what site _____

For Office Use Only

Placements	Notes
Date:	
Location:	
Student:	

Students Name: _____

**Individual Vision Plan (IVP)
“Success is the Only Option”**

Career Goal: _____

Career Pathway: _____

Middle School Focus

Courses where I must excel:

High School Focus

Courses of emphasis:

Freshman				
Sophomore				
Junior				
Senior				

Post-Secondary Focus

Trade Schools/Colleges/Universities that offer training/opportunities

School	Location	Years to Completion	Cost

Graduate School Focus (if necessary)

School	Location	Years to Complete	Cost

Individual Vision Plan (IVP) – p. 2

Certifications/Tests/ Exams/ Internships

Requirement	Minimum Performance	Time to completion

Starting Salary: _____

Average Salary: _____

Opportunities to Advance: _____

Personal commitments necessary to accomplish goal:	Assistance I may need from others in order to reach my goal:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

I, _____ agree to put forth my maximum effort in the pursuit of my goal. I am intelligent and capable of accomplishing any goal that I commit to reach. I will be true to myself, my family, and my school. I will expect a lot of myself and those charged with guiding me. I realize that I have the right to change my plan at any time, but I do not have the option to have no goals. I am extraordinary and I am powerful, and when I make up my mind I cannot be defeated.

Student’s Signature: _____ **Date:** _____

Mentor’s Signature: _____ **Date:** _____

Writing S.M.A.R.T. Goals

Developing sound goals is critical to help Bridge students' to manage their academic progress. Each semester mentors will ask their mentees to set goals for the upcoming semester. When mentees are asked to write their goals, teach them to create S.M.A.R.T. goals that support their Individual Vision Plan. A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and time bound. Below is a definition of each of the S.M.A.R.T. goal criteria (in student-friendly language).

Specific: Goals should be written simply and clearly define what you are going to do. Specific is the What, Why, and How of the S.M.A.R.T. model.

Explanation of Example:

What = Getting my grades to a B average and no missing class.

How = Going to tutoring sessions, completing all of my homework, interacting in class discussions, and making sure I get to school on time.

Why= To help me get to high school and start planning for the colleges I want to go to. Keep me out of trouble so I can graduate with my class.

Measurable: Goals should be able to be measured so that you have specific evidence that you have accomplished the goal. Usually, the entire goal statement is a measure for the project, but there are usually several short-term or smaller measurements built into the goal. (Such as an end date or a number.)

Explanation of Example:

By the end of the year, I will have at least 3 A's on my report card.

Achievable: Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. You must have the appropriate knowledge, skills, and abilities needed to achieve the goal. You can meet most any goal when you plan your steps wisely and establish a timeframe that allows you to carry out those steps. As you carry out the steps, you can achieve goals that may have seemed impossible when you started. On the other hand, if a goal is impossible to achieve, you may not even try to accomplish it. Achievable goals will motivate you. Impossible goals may let you down before you have even started.

Explanation of Example:

In order to achieve the honor roll, I must make sure my homework is complete and my test scores are better. If I am having problems, I need to make sure I am asking for help. If I am going to be late or absent to school because I don't have a ride, ask a friend for a ride.

Results- Focused: Goals should measure outcomes, not activities. Your actions will bring about the results in your own educational experience.

Explanation of Example: My grades are improving because I am working hard.

Time-bound: Your goals should be linked to a timeframe that makes the goal a reality. It makes the goal important and allows you to measure the goal over time and celebrate the achievement.

Explanation of Example:

By June 2014, I will have 3 A's on my report card.

Appendix C: Middle School Bridge and Mentoring Tools

The concept of writing S.M.A.R.T. goals is very important for accomplishing individual goals, which in turn are linked to their Vision Board. It is also critical for ensuring good communication between mentees and mentors so there are no surprises when report cards come.

The following questionnaire will assist you in creating the mentee's S.M.A.R.T. goals.

S.M.A.R.T. Goal Questionnaire

Specific. What will the goal accomplish? How and why will it be accomplished?

Measurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

Achievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

Results- Focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal:

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: June 4, 2014
SUBJECT: One-time Expenditure Plan for Proceeds from Sale of Hillside

BACKGROUND INFORMATION

The District sold the property located at 1581 LeRoy Avenue (Hillside) for \$1.7 million, and the proceeds net of expenses are approximately \$1.6 million. The proceeds have been deposited into the Building Fund until the District meets certain conditions prior to transferring the funds. Due to the financial strain placed on school districts, Education Code Section 17463.7 was created to permit school districts to transfer surplus site sale proceeds into their general fund account through January 1, 2016. As a condition of transferring the proceeds, the Board must approve a resolution along with a one-time expenditure plan. Pursuant to Section 1700 of Title 2 of the California Code of Regulations, "one time expenditures" are defined as costs paid by the general fund that are nonrecurring in nature and do not commit the district to incur costs in the future, and are exclusive of ongoing expenditures. (See attached list of other Districts' one-time expenditures approved by the State.)

Staff presented a one-time expenditure plan to the Board on January 23, 2013 as an information item. The Board provided direction to revise the expenditure plan to be used for three District needs including technology, instructional programs and post-employment retirement benefits. The summary below includes a list of one-time expenditure needs that staff determined are critical based on the following criteria:

- One-time needs that support the implementation of the new Common Core Standards
- Professional development to increase capacity of staff
- Expenditures that will improve the efficiency and effectiveness of operations.

One-Time Expenditures	Amount
Technology	
Electronic Data Storage	\$ 300,000
Technology for teachers	225,000
Financial System Upgrades	75,000
Instructional Program	
Common Core Implementation	400,000
Classified Professional Development	200,000
Post Employment Benefits	500,000
TOTAL	\$ 1,700,000

Technology

Electronic Storage of Documents - \$300,000

Many Human Resources, Business Services and Special Education documents are stored at West Campus but are difficult to access, due to the sheer number of documents and boxes in storage. This project would scan the records to make them available to staff online. This will require some additional staff time to identify the needed documents, and then a scanning service to securely scan the documents. Outcomes include more secure personnel and student records, reduced staff time to access these records, and fewer facility issues due to storage boxes at West Campus.

Teacher Laptops/Tablets - \$225,000

Most district classrooms have LCD projectors and many have document cameras. Providing laptops will allow teachers to make greater use of the classroom resources and also give them the flexibility to easily prepare lessons at home. These netbook computers would be the same as those on mobile carts that the students will be using in their classrooms. Each site will be provided an allocation of laptops based on the number of FTE. The Site Principal will be responsible for distribution at each site with the expectation that some teachers will elect to use their own laptops. Teachers who elect to use their own laptops will register the laptops with the Technology Department.

Financial System Upgrades- \$75,000

These funds will improve the efficiency of district financial systems, including electronic requisitions, and payroll and benefits systems. These funds will be used to pay for QSS support to improve the capacity of these systems.

Instructional Program

Common Core Instructional Materials - \$400,000

The transition to CCSS will require new or additional materials at all grade levels and in most subject areas. The current funding for instructional materials is not sufficient to purchase all the textbooks and related materials that will be needed. The funds requested will provide the district the opportunity to purchase new CCSS aligned materials, for example, new math textbooks for the high school. In addition, there is a need for CCSS materials in Spanish for the Two Way Immersion and Bilingual programs. Staff previously presented CCSS needs to the Board totaling \$3.6 million over a three year period which began with 2013-14. The State has only provided \$1.8 million in one-time funds for CCSS. As part of the three year plan, the projected cost for new materials and technology was about \$2 million. There is no guarantee that the State will provide more funding for implementation of Common Core; therefore, staff is recommending that the District place one-time funds aside for this purpose.

Classified Staff Development - \$200,000

Professional development for a majority of the classified employees is limited to one of three staff development days a year. Some classified employees who work closely with instruction receive more professional development than non-

instructional staff, but there is still very little professional development for classified employees. Some departments provide additional professional development that is either mandated or required for compliance and safety purposes whenever possible, but there is no formal plan. With these funds, the District will provide more professional development to meet the needs of the classified employees by improving their skills and knowledge relative to their job duties. This could range from learning Excel, Word, or business writing, to CPR or Crisis Prevention Institute techniques. Staff is proposing to develop a professional development plan for 2014-15 in consultation with the BCCE professional development committee for implementation in the 2014-15 and 2015-16 school years. Currently, there is no dedicated budget for professional development for classified employees.

Post-Employment Retirement Health Benefits

Post-employment retirement health benefits - \$500,000

Under Governmental Accounting Standards, the District's audited financial statements must disclose the District's post-employment benefit cost (OPEB) liability to fund retiree health benefits based on an actuarial report. An actuarial report projects how much the District will need to reserve in order to meet its future fiscal obligation for health benefits for all retired employees. The District currently uses a pay-as-you-go method and has not begun to fund the future liability. The OPEB liability as of June 30, 2013 is \$2.5 million. The OPEB liability increases about \$500,000 to \$600,000 a year. It would be fiscally prudent for the District to begin funding this obligation at \$500,000 a year before it becomes an even more substantial financial obligation. These are benefits that have already been earned by current employees but will be paid out in future periods, and therefore, the District will need to set aside the necessary funds to ensure that these benefits will ultimately be paid. There is a city government that filed for bankruptcy due to its unfunded OPEB obligation that is now due.

POLICY/CODE

Chapter 2, Statutes of 2009 (AB X4 2) added Education Code Section 17463.7

FISCAL IMPACT

Approximately \$1.7 million in proceeds from the sale of surplus property net of reasonable expenses related to the sale, deposited into the General Fund for use for one-time General Fund purposes.

STAFF RECOMMENDATION

Receive report as information and provide direction on the one-time expenditure plan, which will be presented to the Board for approval at a future meeting.

Use of Surplus Site Sale Proceeds

USE OF SURPLUS SITE SALE PROCEEDS

The table below identifies the school districts that have exercised the authority granted by EC Section 17463.7, the amount of proceeds involved, and the purpose(s) for which those proceeds were used.

	Millbrae Elementary SD	Orchard Elementary SD	San Bruno Park Elementary SD
EXPENSES*:	San Mateo	Santa Clara	San Mateo
Post employment benefits	X	X	X
Materials/Supplies	X	X	
Non-capitalized equipment	X		X
Staff development	X		
Campus security monitors	X		
Professional consulting	X		
Non-capitalized improvements	X		
Technology upgrades		X	X
Textbooks			X
PROCEEDS AMOUNTS	\$3,137,430	\$565,650	\$12,129,933

TOTAL \$15,833,013

* Individual districts spending amounts in each category are not available.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: June 4, 2014
SUBJECT: Information on the Governor's Budget (May Revision)

BACKGROUND INFORMATION

On May 13, 2014, the Governor presented the May Revision proposed for State Budget for California's Schools. Staff has received information on the Governor's budget proposal for K-12 education and will share that information with the Board.

POLICY/CODE

None

FISCAL IMPACT

To be determined

STAFF RECOMMENDATION

Review and accept the information on the Governor's Budget (May Revision).