

**BERKELEY PUBLIC SCHOOLS**  
**Meeting Location: 1231 Addison Street, Berkeley CA 94702**  
**Phone: (510) 644-8764**

**BOARD OF EDUCATION – MEETING AGENDA**

Wednesday, November 19, 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  
Jesse Barber, Student Director, BHS  
Carlos Ku-Ceja, Student Director, BTA

**STAFF**

Donald E. Evans, Ed.D., Superintendent/Secretary  
Javetta Cleveland, Deputy Superintendent  
Pasquale Scuderi, Asst. Supt., Educational Services  
Delia Ruiz, Asst. Supt., Human Resources  
Liz O’Connell Gates, Interim Recorder

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**BOARD OF EDUCATION MEETING AGENDA**

The Presiding Officer will call the meeting to order **at 6:00** p.m. and begin Open Session at 7:30 p.m.

**Closed Session**

The Board may recess into Closed Session before or after the public meeting under the authority of the Brown Act (including but not limited to Government Code section 54954.5, 54956.8, 54956.9, 54957, 54957.6, as well as Education Code section 35146). Under Government Code section 54954.3, members of the public may address the board on an item on the Closed Session agenda, before Closed Session.

**CLOSED SESSION PUBLIC TESTIMONY**

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 6:00 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.

**1. Consideration of Student Expulsion**

Student Case #1415-04-100199

**2. Collective Bargaining**

BFT Negotiations

**3. Public Employee Discipline/Dismissal/Release/Evaluation**

Settlement Agreement – Classified Employee

**4. Public Employment/Appointment**

BHS Principal  
Superintendent's 2014-15 Evaluation

**5. Anticipated Litigation: Exposure to litigation (Section 54956.9)**

One (1) matter

**6. Threat to Public Services or Facilities (Gov. Code 54957)**

Consult with Berkeley Chief of Police or designee and Ardarius McDonald

**OPEN SESSION**

Roll Call

Approve Agenda of November 19, 2014

Read Mission and Meeting Overview

Closed Session Report

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

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 7:15 p.m. will be given priority.**

Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **30 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

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

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

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

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

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

**CONSENT CALENDAR – approval requested**

**PAGE**

<u>1</u>	Approval of Human Resources Report	<b>9</b>
<u>2</u>	Approval of Supplemental Services Memorandum of Understandings	<b>12</b>

3	Approval of Contracts and Purchase Orders for Services	<b>14</b>
4	Approval of Listing of Warrants Issued in October 2014	<b>16</b>
5	Approval of Payroll Warrants Issued in October 2014	<b>18</b>
6	Approval of Contract with Baker Vilar Architects to Provide Design Services for the Berkeley High School H Building and Rosa Parks Floor and Paint Projects	<b>20</b>
7	Acceptance of Completion of the Pre-School Expansion of King and Franklin	<b>21</b>
8	Acceptance of Completion of the Project to Improve the Grounds at Emerson, John Muir and Willard	<b>23</b>
9	Approval of Out of State Travel and Overnight Field Trips	<b>25</b>
10	Approval of Board of Education Minutes: October 22, 2014	<b>27</b>
11	Approval of Elimination/Reduction and Addition of Certain Classified Positions	<b>33</b>
12	Approval of Recess Restriction Policy – Second Reading	<b>35</b>

### **ACTION ITEMS**

1	<b>Open Public Hearing – 9:30 p.m.</b> <b>Close Public Hearing</b> Approval of Board Appointed Commissioner for Personnel Commission	<b>38</b>
2	Referral of Individuals to the City Council for Appointment to the Sugar Sweetened Beverage Products Panel of Experts	<b>40</b>

### **DISCUSSION ITEMS**

1	Fall Update Local Control and Accountability Plan (LCAP) (15 min. pres., 45 min. disc.)	<b>42</b>
2	Board Review of 2014 (10 min pres., 50 min. disc.)	<b>70</b>

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

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

Adjournment

**Berkeley Unified School District Mission:**

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

**Berkeley Unified School District Vision:**

**Our Students** are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

**Our Educators** believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

**Our Families and Community** are integral to the success of our students and schools. Families are active, engaged partners in their child's education who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

**Our Schools** are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

**Values and Beliefs of Berkeley Unified School District:**

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

**BOARD MEMBER INFORMATION**

	<b>Office Hours Dates &amp; Times</b>	<b>Office Hours Location</b>	<b>Priority (Primary)</b>	<b>Priority (Secondary)</b>
<b>Beatriz Leyva-Cutler (BL)</b> beatrizleyva-cutler@berkeley.net 510-644-6550	2nd Thursday 4:00-6:00	Casa Latina (1801 San Pablo Ave.)	Family Engagement	Common Core State Standards
<b>Josh Daniels (JD)</b> joshdaniels@berkeley.net 510-213-8683	2nd Saturday – 1:00	Take 5 (3130 Sacramento St.)	Planning for Next BSEP Measure	Local Control & Accountability Plan
<b>Judy Appel (JA)</b> judyappel@berkeley.net 510-644-6550	4th Saturday 1:00	Café Leila (1724 San Pablo Ave.)	Common Core State Standards	Family Engagement
<b>Julie Sinai (JS)</b> juliesinai@berkeley.net 510-644-6550	Monthly (see website for details)	Monthly (see website for details)	2020 Vision	Planning for Next BSEP Measure
<b>Karen Hemphill (KH)</b> karenhemphill@comcast.net 510-644-6550	2nd Saturday 10:00-11:30	Café Leila (1724 San Pablo Ave.)	Local Control & Accountability Plan	2020 Vision
<b>Jesse Barber (JB)</b> jessebarber@students.berkeley.net 510-644-6550	N/A	N/A	Student Engagement	N/A
<b>Carlos Ku-Ceja (CKC)</b> <a href="mailto:carloskucej@students.berkeley.net">carloskucej@students.berkeley.net</a> <b>510-644-6550</b>	NA	N/A	Student Engagement	N/A

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

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

## BOARD MEMBER COMMITTEE ASSIGNMENTS

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

	#	BL	JD	JA	JS	KH	LM	SW
<b>2x2</b> (deborahturner@berkeley.net)	2			X	X			
<b>Audit</b> (geraldinemorgan@berkeley.net)	2		X		X			
<b>BSEP P&amp;O</b> (natashabeery@berkeley.net)	2		X		X			
<b>BSEP Renewal Planning Workgroup</b> (natashabeery@berkeley.net)	2		X		X			
<b>BTSA</b> michellesinclair@berkeley.net	1	X						
<b>Cesar Chavez Commemorative Workgroup</b> (charitydamarto@berkeley.net)	1	X						
<b>Construction Bond Oversight Committee</b> (chanitastevenson@berkeley.net)	1					X		
<b>District EL Advisory Committee/EL Parent Advisory Committee</b> (charitydamarto@berkeley.net)	1	X						
<b>Measure H/Maintenance Oversight Committee</b> (lewjones@berkeley.net)	1					X		
<b>Next District Strategic Plan Workgroup</b> (donaldevans@berkeley.net)	2	X		X				
<b>Parent Advisory Committee</b> (Patriciasaddler@berkeley.net)	2			X		X		
<b>Policy Committee</b> (deborahturner@berkeley.net)	2			X		X		
<b>Project Labor Agreement Workgroup</b> (lewjones@berkeley.net)	1					X		
<b>PTA Council</b> (president@berkeleypta.org)	1		X					
<b>Student Attendance Review Board (SARB)</b> (susancraig@berkeley.net)	1	X						
<b>Supt Budget Advisory Committee (SBAC)</b> (jaynitschke@berkeley.net)	3			X			X	X
<b>TOTALS</b>	<b>26</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>1</b>

### **BOARD MEMBER SCHOOL SITE LIAISON ASSIGNMENTS**

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

	#	BL	JD	JA	JS	KH	LM	SW
<b>Berkeley Adult School</b> (burr Guthrie@berkeley.net)	1			X				
<b>Berkeley Arts Magnet</b> (renemolina@berkeley.net)	1				X			
<b>Berkeley High School</b> (kristinglenchur@berkeley.net)	4			X	X	X		X
<b>Berkeley Technology Academy</b> (sheilaquintana@berkeley.net)	2		X				X	
<b>Child Development Centers</b> (mariacarriedo@berkeley.net)	1	X						
<b>Cragmont</b> (hazellefortich@berkeley.net)	1		X					
<b>Emerson</b> (susanhodge@berkeley.net)	1		X					
<b>Independent Study</b> (edithsmiley@berkeley.net)	1					X		
<b>Jefferson</b> (sonyamartin@berkeley.net)	1					X		
<b>John Muir</b> (audreyamos@berkeley.net)	1				X			
<b>King</b> (janetlevenson@berkeley.net)	2	X		X				
<b>LeConte</b> (veronicavalerio@berkeley.net)	1	X						
<b>Longfellow</b> (marcosgarcia@berkeley.net)	2				X			X
<b>Malcolm X</b> (alexhunt@berkeley.net)	1			X				
<b>Oxford</b> (bethrhine@berkeley.net)	1			X				
<b>Rosa Parks</b> (pacofurlan@berkeley.net)	1	X						
<b>Thousand Oaks</b> (jennifercorn@berkeley.net)	1	X						
<b>Washington</b> (melstenger@berkeley.net)	1					X		
<b>Willard</b> (debbiedean@berkeley.net)	2		X				X	
<b>TOTALS</b>	<b>26</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>

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

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



**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Delia Ruiz, Assistant Superintendent, Human Resources  
**DATE:** November 19, 2014  
**SUBJECT:** APPROVAL OF HUMAN RESOURCES REPORT  
The following is submitted for approval.

<b>CERTIFICATED EMPLOYEES</b>							
<b>Name</b>	<b>Classification (Temporary, Probationary or Permanent)</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Date (From)</b>	<b>Date (To)</b>	
<b><u>LEAVES</u></b>							
Crawford, Amy	Permanent	Teacher	1.00	Berkeley High	09/29/14	11/16/14	
Daly, Lucinda	Permanent	Teacher	1.00	Berkeley High	12/03/14	01/06/15	
Downing, Leilani	Permanent	Teacher	1.00	REALM	10/02/14	10/15/14	
Fong, Wendy	Permanent	Teacher	1.00	Jefferson	10/07/14	11/11/14	
Gutwirth, Valerie	Permanent	Teacher	0.16	John Muir	08/25/14	06/12/15	
Klein, Dvora	Permanent	Teacher	1.00	Arts Magnet	10/13/14	10/28/14	
Manandhar, Rachel	Permanent	Teacher	1.00	King Middle	12/10/14	01/06/15	
Nielson, Laurie	Permanent	Teacher	1.00	Oxford	10/25/14	12/20/14	
Singh, Amitpal	Permanent	Teacher	1.00	Berkeley High	08/25/14	06/12/15	
Stevens, David	Permanent	Teacher	0.20	Berkeley High	08/25/14	06/12/15	
Thaman, Raquella	Permanent	Teacher	1.00	Berkeley High	09/20/14	10/31/14	
<b><u>RETIREMENT</u></b>							
Trahan, Valerie	Permanent	Teacher	1.00	Berkeley High	06/12/15		Hire date: 10/08/99
<b><u>SEPARATIONS</u></b>							
Merryday, Dana	Permanent	Teacher	1.00	Longfellow	06/30/15		
<b><u>NEW HIRES OR REHIRES</u></b>							
Larson, Athina	Probationary	Teacher	1.00	John Muir	08/26/13		
Lesch, Beverly	Temporary	Teacher	Hourly	Adult School	10/27/14	06/12/15	
Ono, Carole	Temporary	Teacher	0.10	Educational Services	08/25/14	06/12/15	
Rhoads, Maria	Temporary	Teacher	1.00	Le Conte	08/27/14	06/12/15	
Vishnevskaya, Anna	Temporary	Teacher	Hourly	Adult School	11/03/14	06/30/15	
<b><u>CORRECTIONS</u></b>			<b><u>PRIOR REPORT</u></b>			<b><u>BOARD REPORT</u></b>	
Frost, Karen, Teacher, Cragmont , 1.0 FTE 08/05/14			.60 FTE			09/14/14	
Harley, Robin, Teacher, .20 FTE Technology, .40 FTE Oxford			.60 FTE Oxford			09/10/14	

**CLASSIFIED EMPLOYEES**

<b>Name</b>	<b>Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Date (From)</b>	<b>Date (To)</b>
<b><u>RETIREMENTS</u></b>						
Cormier, Bernadette	Permanent	Manager, Transportation	1.00	Transportation	12/30/14	
				Hire date: 09/24/81		
Gutierrez, Emily	Permanent	Instructional Assistant, Spec. Ed., Specialized Health	0.80	Oxford	12/30/14	
				Hire date: 09/04/74		
Pettit, Rita	Permanent	Instructional Specialist II	0.60 0.13	Cragmont Longfellow	12/30/14	
				Hire date: 07/11/91		
<b><u>LEAVES</u></b>						
Adams, Danielle	Permanent	Instructional Technician, EDP	0.53	LEARNS at LeConte	08/27/14	11/14/14
Bradford, Anthony	Permanent	Maintenance Engineer	1.00	Maintenance	10/16/14	11/04/14
Carter, Tonette	Permanent	Instructional Assistant, Special Ed., Specialized	0.80	Cragmont	10/01/14	11/30/14
Chambers, Latanja	Permanent	Administrative Assistant	1.00	Human Resources	10/29/14	11/18/14
Ferguson, Marie	Permanent	School Secretary I	1.00	LeConte	10/23/14	12/16/14
Harris-Younger, Karon	Permanent	Instructional Assistant, Special Ed.	0.80	Arts Magnet	10/27/14	11/17/14
Landis, Thomas	Permanent	Microcomputer Technician	1.00	Technology	11/10/14	01/05/15
Maya, Maria	Permanent	Instructional Technician, EDP	0.53	LEARNS at LeConte	11/04/14	04/17/15
Melgar, Cecilia	Permanent	Instructional Assistant, ECE	0.80	Franklin Preschool	08/04/14	12/15/14
Vernae, Sharon	Permanent	Senior Personnel Assistant	1.00	Human Resources	11/03/14	11/24/14
White, Craig	Permanent	School Safety Officer	1.00	Berkeley High	10/15/14	11/15/14
<b><u>NEW ASSIGNMENTS</u></b>						
Cullen, Lisa	Permanent	Instructional Technician, EDP	.06 (Total FTE .53)	LEARNS at Malcolm X	11/03/14	
Gordon, Jennifer	Permanent	Library Media Technician, Elementary	.10 (Total FTE 1.0)	Malcolm X	11/03/14	
Ollison, Janis	Probationary	Food Service Satellite Operator	0.73	Rosa Parks	11/03/14	*
<b><u>LIMITED TERM/PROVISIONAL</u></b>						
Benward, Kristin	Provisional	Instructional Assistant, Special Ed., Attendant	0.80	Berkeley High	11/03/14	TBD
Chandramohan, Dharshan	Provisional	Microcomputer Technician	0.60	Technology	10/21/14	TBD
Hong, Kory	Provisional	Microcomputer Technician	1.00	Technology	10/23/14	NTE 90 days

**CLASSIFIED EMPLOYEES**

<b>Name</b>	<b>Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Date (From)</b>	<b>Date (To)</b>
<b><u>LIMITED TERM/PROVISIONAL (continued)</u></b>						
Lockett, Aisha	Provisional	Instructional Assistant, Special Ed., Attendant	0.73	King Middle	11/03/14	TBD
Marin, Karla	Provisional	Instructional Assistant, ECE	0.80	Hopkins Child Center	10/01/14	TBD
Martinez, Alejandra	Provisional	Instructional Assistant, ECE	0.40	Franklin Preschool	09/23/14	TBD
McClendon, Maya	Provisional	Instructional Assistant, Special Ed., Attendant	0.80	Oxford	11/03/14	TBD
McMillan, Ronald	Provisional	Instructional Technician, EDP	0.43	LEARNS at King Middle	10/20/14	TBD
Oduah, Joseph	Provisional	Instructional Assistant, Special Ed., Attendant	0.40	Malcolm X	11/12/14	TBD
Smith, Kentrell	Provisional	Instructional Assistant, Special Ed., Attendant	1.00	REALM	10/20/14	TBD

\*Upon completion of six work months

\*\* Upon completion of one work year

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed. D., Superintendent  
**FROM:** Pasquale Scuderi, Asst. Supt., Educational Services  
Patricia Saddler, Director of Special Projects  
**DATE:** November 19, 2014  
**SUBJECT:** NCLB Supplemental Services Memorandum of Understandings

## **BACKGROUND INFORMATION**

NCLB requires that schools in year two and above of Program Improvement must provide Supplemental Educational Services, which are tutoring and other academic enrichment services that are (1) in addition to instruction provided during the school day; (2) specifically designed to (i) increase the academic achievement of eligible students as measured by the State's assessment system and (ii) enable these children to attain proficiency in meeting State academic achievement standards; and (3) of high quality and research-based. Additionally, the district is offering Supplemental Educational Services to year 1 Program Improvement schools in lieu of school choice if requested.

There are eight schools in BUSD that are in year two and beyond of Program Improvement and three schools that are in year one of Program Improvement, one of which is not eligible for Title I funding. Only students from low-income families are eligible for Supplemental Educational Services, and families must choose a provider from a list provided by CDE. The District must set aside up to 20% of its Title I allocation to pay for these tutoring services.

The per pupil allocation for 2014-2015 is estimated to be \$688.06 as determined by the federal government. The per pupil amount is the maximum fee that a service provider can charge for their tutoring services for the current school year. The per pupil allocation is determined annually and subject to change.

Staff is now requesting Board approval of Memorandums of Understanding with four CDE approved supplemental service providers that have been selected by parents to provide services to qualified students in schools in Years 1 through 5 of Program Improvement. These outside providers are Berkeley BUILD, The Community College Foundation, Professional Tutors of America Inc., and Sylvan.

The following table identifies the maximum number of students to be served by each of the indicated service providers for 2014-15.

<b>Provider</b>	<b>Maximum number of students served</b>	<b>Per Pupil Allocation (PPA)*</b>	<b>Maximum contract amount</b>
<b>Berkeley BUILD</b>	83	\$688.06	\$57,108.98
<b>The Community College Foundation</b>	16	\$688.06	\$11,008.96
<b>Professional Tutors of America, Inc.</b>	20	\$688.06	\$13,761.20
<b>Sylvan</b>	65	\$688.06	\$44,723.90
<b>Approximate totals</b>	<b>184</b>	<b>\$688.06</b>	<b>\$126,603.04</b>

\*the Per Pupil Allocation is subject to change

**POLICY/CODE**

NCLB 2001, Section 1116

**FISCAL IMPACT**

Up to \$126,603.04 from Title I funds

**STAFF RECOMMENDATION**

Approve NCLB Supplemental Services Memorandums of Understanding

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Donald Evans, Ed. D., Superintendent  
**FROM:** Javetta Cleveland, Deputy Superintendent  
**DATE:** November 19, 2014  
**SUBJECT:** Approval of Contracts/Purchase Orders for Services  
Contracts

## BACKGROUND INFORMATION

The District contracts with consultants or independent contractors who can provide valuable and necessary specialized services not normally required on a continuing basis. The following contract services are requested. Expenditures are within budget.

1. The Museum of Children's Art to provide curriculum development, instruction and professional development in visual arts at Thousand Oaks School. The cost will not exceed \$13,000. To be paid from Restricted Donations and BSEP funds. Requested by Jennifer Corn.
2. Younger-Wunar to fix flagpoles at various BUSD sites. The cost will not exceed \$25,000. To be paid from the Maintenance Parcel Tax. Requested by Lew Jones.
3. ProQuest to provide online database subscriptions for *California News* and *Ethnic Newswatch* for 3 years at Berkeley High School. The cost will not exceed \$14,780. To be paid from Library Media Fund. Requested by Becca Todd.
4. Berkeley Albany YMCA to provide physical educational activities at LeConte Elementary. The cost will not exceed \$20,000. To be paid from BSEP funds. Requested by Natasha Beery.
5. Mills Scholars Program to provide professional development series with 18 music teachers. The cost will not exceed \$13,400. To be paid from Restricted Donations and BSEP funds. Requested by Suzanne McCulloch.
6. Anna Rainer to provide lessons in visual art to students and arts integration to classroom teachers. The Board originally approved 19,080 on October 8, 2014. The additional amount needed is \$7,000 for a total amount of \$26,080. To be paid from Restricted Donations and BSEP funds. Requested by Suzanne McCulloch.

**POLICY/CODE**

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:** Pauline E. Follansbee, Director of Fiscal Services  
**DATE:** November 19, 2014  
**SUBJECT:** Approve Listing of Warrants Issued in October 2014

## **BACKGROUND INFORMATION**

Each month the District writes several checks to vendors for services provided and goods received. The checks are written against both the Restricted and Unrestricted General Fund. The summaries of warrants for the month of October 2014 are attached for the Board's review.

## **POLICY/CODE**

Educational Code Section 41010 et seq.

## **FISCAL IMPACT**

\$6,374,975.65 for the month of October 2014 from various funds.

## **STAFF RECOMMENDATION**

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



**BILL WARRANT FOR OCTOBER 2014**

<b>FUNDS</b>	<b>AMOUNT</b>
<b>GENERAL FUND</b>	<b>\$1,590,126.16</b>
<b>MEASURE BB FUND</b>	<b>\$188,587.56</b>
<b>TRANS FUND</b>	<b>\$0.00</b>
<b>SCHOOL ENRICHMENT</b>	<b>\$122,662.35</b>
<b>MEASURE B</b>	
<b>ADULT FUND</b>	<b>\$55,600.85</b>
<b>CHILD DEVELOPMENT</b>	<b>\$6,238.47</b>
<b>CAFETERIA FUND</b>	<b>\$116,993.60</b>
<b>DEFERRED MAINTENANCE</b>	<b>\$0.00</b>
<b>PUPIL TRANSPORTATION EQUIPMENT</b>	
<b>MEASURES A AND D</b>	<b>\$2,373,965.46</b>
<b>COUNTY SCHOOL FACILITIES FUND</b>	
<b>SELF INSURANCE FUND</b>	<b>\$126,762.34</b>
<b>PAYROLL/BENEFIT</b>	<b>\$1,794,038.86</b>
<b>TOTAL DISTRICT</b>	<b>\$6,374,975.65</b>

Approved By :

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

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Pauline Follansbee, Director of Fiscal Services  
**DATE:** November 19, 2014  
**SUBJECT:** Approval of Payroll Warrants Issued in October 2014

### **BACKGROUND INFORMATION**

On a regular basis, the Board receives information on the total amount paid employees during a month. The attached represents a summary of pay warrants from various funds for the month of October 31, 2014.

### **POLICY/CODE**

Educational Code 41010 et seq.

### **FISCAL IMPACT**

\$7,440,600.34 for October 31, 2014 from various funds

### **STAFF RECOMMENDATION**

Approve payroll payments made in October 2014.

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

<u>COMPUTER GENERATED</u>	<u>AMOUNTS</u>
GENERAL FUND	\$5,924,959.19
MEASURE BB FUND	\$198,622.04
BSEP MEASURE A	\$586,959.56
ADULT FUND	\$289,117.22
CAFETERIA FUND	\$152,105.06
CHILD DEVELOPMENT	\$254,751.17
MEASURE A+AA (BOND FUND)	\$19,867.28
SELF INS. FUND	\$14,218.82
<b>TOTALS</b>	<b>\$7,440,600.34</b>

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

November 19, 2014



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** November 19, 2014  
**SUBJECT:** Approve a Contract With Baker Vilar Architects to Provide Design Services for the Berkeley High School H Building and Rosa Parks Floor and Paint Projects

### **BACKGROUND INFORMATION**

On March 12, 2014, the Board approved the Facilities Plan which included projects to upgrade the flooring and paint at BHS H building and Rosa Parks.

In reviewing the candidates on our architect pool and based on the positive feedback from the Washington floor and paint projects from a few years ago, the Deputy Superintendent and the Director of Facilities recommend that Baker Vilar Architects be hired for these projects.

### **POLICY/CODE**

Board Policy 3310

### **FISCAL IMPACT**

The cost for BHS H Building (\$80,000) and Rosa Parks paint and flooring (\$50,000) projects to be paid from Measure AA.

### **STAFF RECOMMENDATION**

Approve Baker Vilar Architects to design the two listed projects.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** November 5, 2014  
**SUBJECT:** Accept the Completion of the Pre-School Expansion of King and Franklin

### **BACKGROUND INFORMATION**

On March 26, 2014, the Board awarded a contract to Zolman Construction to add two classrooms each to King and Franklin Pre-schools. The project is complete.

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

### **POLICY/CODE**

California Public Contract Code 20110- 20118

### **FISCAL IMPACT**

The project was funded through the Measure I bond. The project had a total increase related to change orders and unspent allowances of \$32,494 or slightly less than 3% above the Board approval. We originally budgeted for change orders of 10%.

### **STAFF RECOMMENDATION**

Accept the project as complete.

# **BERKELEY UNIFIED SCHOOL DISTRICT**

## **RESOLUTION NO. 15-020**

### **Authorization to Accept Completion of the Pre-School Expansion of King and Franklin Project No. 200.1301**

**WHEREAS**, Zolman Construction & Development Inc, a contractor licensed and existing under and by virtue of the laws of the State of California, and having offices at 565 Bragato Road, San Carlos, CA 94070, entered into a contract dated April 10, 2014, with Berkeley Unified School District of Alameda County, State of California to secure all labor, materials, mechanical workership, transportation, equipment and services necessary for the Pre-School Expansion of King and Franklin project; and

**WHEREAS**, Project Construction Manager employed by this Board to prepare plans and specifications and to supervise the work has certified in writing to the Board that said contractor has completed the work of said contract in workerlike and satisfactory manner as of November 19, 2014 and that warranty period begin on this date for this work.

**NOW, THEREFORE, BE IT RESOLVED** that the Pre-School Expansion of King and Franklin Project No. 200.1301 is hereby approved and accepted as complete.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this **19<sup>th</sup> Day of November, 2014.**

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D, Superintendent  
**FROM:** Lew Jones, Director of Facilities  
**DATE:** November 19, 2014  
**SUBJECT:** Accept the Completion of the Project to Improve the Grounds at Emerson, John Muir and Willard

### **BACKGROUND INFORMATION**

On April 23, 2014, the Board awarded a contract to Redwood Engineering to improve the Grounds at Emerson, John Muir and Willard. The project is complete, although the contractor's maintenance period extends for a few days after the Board Meeting.

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

### **POLICY/CODE**

California Public Contract Code 20110- 20118

### **FISCAL IMPACT**

The project was funded through the Measure AA bond. The project had change orders of \$69,829 or approximately 8.4% more than the Board approval. We originally budgeted for change orders of approximately 10%.

### **STAFF RECOMMENDATION**

Accept the project as complete.



**BERKELEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 15-021**

**Authorization to Accept Completion of the  
Project to Improve the Grounds at Emerson, John Muir and Willard  
Project No. 901.1401**

**WHEREAS**, Redwood Engineering Construction Corp, a contractor licensed and existing under and by virtue of the laws of the State of California, and having offices at 2336 El Camino Real, Redwood City, CA 94063, entered into a contract dated May 14, 2014, with Berkeley Unified School District of Alameda County, State of California to secure all labor, materials, mechanical workership, transportation, equipment and services necessary for the Improve the Grounds at Emerson, John Muir and Willard project; and

**WHEREAS**, Project Construction Manager employed by this Board to prepare plans and specifications and to supervise the work has certified in writing to the Board that said contractor has completed the work of said contract in workerlike and satisfactory manner as of November 19, 2014 and that warranty period begin on this date for this work.

**NOW, THEREFORE, BE IT RESOLVED** that the Project to Improve the Grounds at Emerson, John Muir and Willard Project No. 901.1401 is hereby approved and accepted as complete.

**PASSED AND ADOPTED** by the Board of Education of the Berkeley Unified School District this **19<sup>th</sup> Day of November, 2014.**

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Pasquale Scuderi, Asst. Supt., Educational Services  
**DATE:** November 19, 2014  
**SUBJECT:** Out of State and Overnight Field Trips

### **BACKGROUND INFORMATION**

The following overnight field trips are being requested:

#### **State Capitol/UC Davis, Sacramento, CA, February 2-3, 2015**

Approve participation of fifty (50) eighth-grade students, four (4) teachers, and one (1) other adult from Longfellow on a two-day, one-night field trip to the State Capitol in Sacramento, CA. The group will depart Longfellow at 9:15 am a.m. on Monday, February 2, and return on Tuesday, February 3 at 5:00 p.m. Students will see the California State Legislature in action to supplement their history class. The overnight is for team building and the following day we will visit UC Davis as part of the AVID goal of early college awareness. BUSD will provide transportation. Students will sleep in gender specific rooms at a local youth hostel. Cost for the trip is \$50.00 per student and is being paid by students, grants and school PTA funds. No student will be denied access based on ability to pay. Requested by: Marcos Garcia, Longfellow Principal.

#### **Disney Performing Arts SO CAL Tour-BHS Chamber Orchestra & Winds, Los Angeles CA, March 29-April 1, 2015**

Approve participation of 97 Berkeley High School students, 3 teachers and 11 non-staff adults, on a four-day, three-night field trip to the 2015 Disney Performing Arts Southern California Tour in Los Angeles and Anaheim, CA. Parents and teachers who have filed appropriate paperwork be transported by chartered buses approved by transportation departing from BHS on Sunday, March 29, 2015 at 7:00 am and returning from the event at 9:00 p.m. on Wednesday, April 1, 2015. During the tour musicians perform exchange concert with SO CAL High School group, visit LA area colleges, take 2 workshops, bond with the others in the Chamber Winds and Chamber Orchestra group and see a professional concert. Students will sleep in supervised, gender specific tent cabins in separate rooms chaperoned by parents. The cost per student is \$980.00 and will be paid with organization fundraising and parent/guardian fundraising. No student will be denied access based on inability to pay. Requested by: Karen Wells, Orchestra Teacher.

**Yosemite National Park, CA, May 10-13, 2015**

Approve participation of approximately seventy-two 8<sup>th</sup> grade students, five teachers, and seven other adults from Longfellow Middle School on a four-day, three-night field trip to Yosemite Valley, CA. This trip is open to all students who are interested and who obtain two teacher recommendations. The group will depart from the Amtrak, Emeryville Station at 7:40 a.m. on Sunday, May 10, and return at 10:00 p.m. on Wednesday, May 13, 2015. Parents will provide transportation to and from the Amtrak station. The group will use Amtrak and public transportation during the trip. This program is intended to expose students to the great natural beauty of Yosemite, to provide them with interpersonal and physical challenges, and to promote their strong identity as a group of successful students as they prepare to enter Berkeley High School. It is both a celebration of their success as Longfellow graduates and a preparation for their new life at Berkeley High School. Students will sleep in gender specific cabins. The \$300-460 per student (depending on financial assistance need) cost is being paid by PTA, BPSF Grant, fund raising and parent donations. No student will be denied access based on inability to pay. Requested by: Marcos Garcia, Longfellow Principal.

**Sierra Outdoor School, Sonora, CA, May 27- 29, 2015**

Approve participation of fifty fourth grade students, two teachers, and ten other adults from LeConte Elementary School on a three-day, two-night field trip to the Sierra Outdoor School in Sonora, CA. The group will depart LeConte at 7:00 a.m. on Wednesday, May 27, and return on Friday, May 29, at 5:00 p.m. BUSD will provide transportation. Students will learn about the historic significance of the gold rush and its effect upon the environment. Students will be housed in gender specific dorms. The cost of \$165 per student is being paid by the LeConte PTA, BSEP funds and parent donations. No student will be denied access based on inability to pay. Requested by: Veronica Valerio, LeConte Principal.

**POLICY/CODE**

Education Code 35330  
Board Policy 6153

**FISCAL IMPACT**

As indicated above.

**STAFF RECOMMENDATION**

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



# **BERKELEY UNIFIED SCHOOL DISTRICT**

## **Minutes, Regular Meeting**

Wednesday, October 22, 2014  
Berkeley Unified School District  
2020 Bonar Street  
Berkeley CA 94702

### **President Josh Daniels Reported From Closed Session:**

1. Public Employee Discipline/Dismissal/Release/Evaluation Separation Agreement – Classified Employee  
This item was pulled and not discussed.
2. Collective Bargaining  
BFT  
This item was discussed.  
BCCE  
This item was discussed.
3. Superintendent's 2014-15 Evaluation  
This item was discussed.

### **Roll Call**

Josh Daniels, President Yes  
Judy Appel, Vice President Yes  
Karen Hemphill, Director Yes  
Beatriz Leyva-Cutler, Director /Clerk Yes  
Julie Sinai, Director Yes  
Jesse Barber, Student Director, BHS Yes  
Carlos Ku-Ceja, Student Director, BTA Yes

### **Approve Agenda of October 22, 2014**

Motion to amend the agenda by moving Action Item 3 to the consent calendar (Recommendations to the Personnel Commission for the Classification and Compensation Study)

**Barber/Sinai** approved unanimously (7-0)

Josh Daniels, President Yes  
Judy Appel, Vice President Yes  
Karen Hemphill, Director Yes  
Beatriz Leyva-Cutler, Director /Clerk Yes  
Julie Sinai, Director Yes  
Jesse Barber, Student Director, BHS Yes  
Carlos Ku-Ceja, Student Director, BTA Yes

## **Motion to approve the amended agenda**

**Barber/Sinai** approved unanimously (7-0)

Josh Daniels, President Yes  
Judy Appel, Vice President Yes  
Karen Hemphill, Director Yes  
Beatriz Leyva-Cutler, Director /Clerk Yes  
Julie Sinai, Director Yes  
Jesse Barber, Student Director, BHS Yes  
Carlos Ku-Ceja, Student Director, BTA Yes

Next, President Josh Daniels gave an overview of the evening's meeting and invited attendees to stay. He said that in his opinion the highlight would be the presentation on Indicators of Student Progress.

## **Read Mission and Meeting Overview Statement**

Student Director Jesse Barber read the statement.

## **Public Comment**

*Fourteen* people addressed the Board  
Approve the Facilities Financial Plan Update for Measures I and AA (1)  
Disability Rights Education and Defense Fund (3)  
Domestic Violence/student transfer request (2)  
Restore Berkeley High Tennis Courts (3)  
Special Education/Challenges posed by dyslexia (2)  
Superintendent's Task Force on Physical Activity (2)

## **BCCE**

*Paula Phillips, President, Berkeley Council of Classified Employees (BCCE)*  
President Phillips reminded the School Board and attendees that October was breast cancer awareness month. Then she said BCCE and BUSD had worked hard to forge a three-year contract that members had voted to approve. President Phillips said she was disappointed that the Board Members had voted to move Action Item #3 to the consent calendar because that curbed discussion on the matter.

## **Board Member and Superintendent Comments:**

### **Student Director Carlos Ku-Ceja (BTA)**

Ku-Ceja said teachers and students participated in a restorative class a week ago and it had gone well. He said students needed more such meetings. On a different topic, Ku-Ceja noted that a lack of lunch spots near BTA resulted in students having to leave the area to get food and that sometimes resulted in their returning late to class. Ku-Ceja also commented that BUSD should create a space for sports activities at BTA. He said he thought it would be a good idea to have the tennis courts near Tim Moellering Field.

**Student Director Jesse Barber (BHS)**

Barber said BHS had finished its first quarter. He said that the Jacket Jam was held last Friday and the “awesome” event attracted good audience turnout. Switching topics, he added that the vice principals had stepped up to the plate during Interim Principal Kristen Glenchur’s absence. He said Vice Principal Jorge Malgoza, in particular, had been great. Barber concluded his remarks by saying that there had a disagreement between staff and students vis-à-vis spirit week activities.

**Director Beatriz Leyva-Cutler**

Leyva-Cutler thanked families for coming out and said she specifically appreciated the parent who spoke about domestic violence challenges. She said she would support BUSD’s taking a proactive approach in helping families tackle such matters. Next she said she supported teacher-training that would allow for earlier identification of dyslexia so timely interventions could occur. She said she was in favor of appropriate supports being put in place for dyslexic students to ensure academic success. She said BUSD should help the student whose dyslexia challenges were addressed during public comment.

**Director Julie Sinai**

Sinai said she wanted to thank the parent who addressed the issue of domestic violence. She said she wanted follow up with the District on that matter and also on the topic of dyslexia. Next she noted that plans for the Fourth Annual Doctor Martin Luther King Breakfast had begun. She shared that she had enjoyed Berkeley Community College’s 40<sup>th</sup> Anniversary Celebration.

**Director Karen Hemphill**

Hemphill said she wanted BUSD families struggling with domestic violence to get appropriate help, and she would confer with Superintendent Evans on the matter. In response to public comment on dyslexic students and their challenges, Hemphill said she too wanted to be sure supports were put in place to help students succeed. She said she would follow up on public comments made tonight regarding the student facing academic challenges stemming from dyslexia. In final remarks, Director Hemphill said the process of accessing data presented to the Board should be simplified.

**Vice President Judy Appel**

Appel said the Board would move to an electronic agenda system where information could be easily organized and access to data would be easier. She then said she was interested in getting the public’s thoughts on specific matters they wanted the Board to address. She said she welcomed feedback at [judyappel@berkeley.net](mailto:judyappel@berkeley.net). She encouraged people to vote in the November 4<sup>th</sup> election.

**President Josh Daniels**

President Daniels pointed out that the community at large continued to struggle with gun violence. He noted that three young people had died violently since the last board meeting. “These are predominantly young men of color...basically kids. Although we may not know them individually, we must deal with it as a community,” said Daniels.

### **Superintendent Evans**

Doctor Evans said that since BHS students had no tennis courts, he would shortly bring a recommendation to the Board urging members to develop a feasibility study that would determine whether or not it made sense to reinstate tennis courts on the current BHS staff parking lot. After that he thanked BCCE President Paula Philips, her negotiating team, and the District's negotiating team, for finalizing a three-year contract. Next he congratulated BHS Teacher Glen Wolkenfeld on his being selected BUSD's Teacher of the Year. The Superintendent ended his remarks by saying that BUSD was finalizing its Local Control Accountability Plan for the year and once done he would bring it back to the Board.

### **Motion to Approve Consent Calendar**

**Ku-Ceja/Appel** approved unanimously (7-0)

Josh Daniels, President Yes

Judy Appel, Vice President Yes

Karen Hemphill, Director Yes

Beatriz Leyva-Cutler, Director / Clerk Yes

Julie Sinai, Director Yes

Jesse Barber, Student Director, BHS Yes

Carlos Ku-Ceja, Student Director, BTA Yes

### **Approval of Successor Agreement between the Berkeley Unified School District and the Berkeley Council of Classified Employees**

*Donald E. Evans, Ed.D., Superintendent/Secretary*

Superintendent Evans said he was asking the Board to approve this item. He explained that BUSD now had one bargaining unit representing Instructional Assistant/Paraprofessionals, Office Technical/Business Service, and Operations and Support Services. He said a 2.5% raise would be retroactive to July 2013 and a 2% raise would be retroactive to July 1, 2014. He said effective January 2015 the District's contribution to the cost of the health plan selected by unit members would be increased by the amount equal to the cost of 5% salary increase.

### **Motion to move the item.**

**Hemphill/Appel** approved unanimously (7-0)

Josh Daniels, President Yes

Judy Appel, Vice President Yes

Karen Hemphill, Director Yes

Beatriz Leyva-Cutler, Director / Clerk Yes

Julie Sinai, Director Yes

Jesse Barber, Student Director, BHS Yes

Carlos Ku-Ceja, Student Director, BTA Yes

Board members expressed their gratitude to BCCE President Paula Phillips and her negotiating team and to the District's negotiating team for their collective efforts. Director Karen Hemphill summed up the Board's appreciation by saying "at the end what was proven is that we all share the common goal of giving our kids the best education possible and we both realize that we need to support our staff in order to do so. In the end, our commonalities outweighed our differences and I appreciate all the hard work it took to forge this contract".



**AB 1200: Approval of Public Disclosure of Collective Bargaining Agreement**

President Josh Daniels said this action approved disclosure of the Agreement's financial implications.

**Motion to approve the item.**

**Sinai/Leyva-Cutler** unanimously approved (7-0)

Josh Daniels, President Yes

Judy Appel, Vice President Yes

Karen Hemphill, Director Yes

Beatriz Leyva-Cutler, Director / Clerk Yes

Julie Sinai, Director Yes

Jesse Barber, Student Director, BHS Yes

Carlos Ku-Ceja, Student Director, BTA Yes

Before moving on to discussion items, President Daniels reminded everyone that action item # 3 had been moved to the consent calendar.

**Superintendent's Taskforce/Council/Committee on Physical Activity and Wellness for High School Students**

*Donald E. Evans, Ed.D., Superintendent/Secretary*

Doctor Evans led the discussion by saying he was very excited about this item and he was sure we could agree that health and fitness played a major role in students' academic success. The superintendent said that during a staff presentation last year, community members voiced concerns about a variety of issues: access to physical education classes, the number of students seeking waivers, equity in funding allocation for both BUSD's internal and external athletic clubs, and for athletic programs in general.

Doctor Evans he was proposing that he form a committee charged with the task of studying these issues and then returning to the Board in the spring with recommendations that would move the District's athletics programs forward. The superintendent said he envisioned a 10-member committee comprised of the BHS athletic director, 1 student, 1 teacher, 1 school administrator, 1 district level administrator, 1 Board member, and 4 community members that would include 2 parents and 2 people from the Berkeley Athletic Fund.

Discussion and questions followed.

**Indicators of Student Progress**

*Debbi D'Angelo, Director of Berkeley Research, Evaluation and Assessment*

Doctor Evans invited Director D'Angelo to begin a presentation focused on progress made and/or not yet made on disproportionality in these areas: student suspensions, special education designation, student absenteeism, school governance council participation by parents/guardians/students of color, and the ratio of African American and Latino teachers to students of color.

D'Angelo led Board Members through a slide show as part of their presentation. Discussion and questions followed.

**Adult School Benchmarks**

*Burr Guthrie, Principal, Berkeley Adult School (BAS)*

Superintendent Evans introduced the presentation by explaining that BAS assesses adult students' academic progress. He invited Principal Guthrie to explain how students are assessed and how BAS gets its funding as a result of the assessment process. The principal let the Board through a slide presentation.

Discussion and questions followed.

**Public Comment (2<sup>nd</sup> Opportunity)**

Domestic Violence/student transfer request (2) [Both individuals also spoke earlier in the evening].

The meeting adjourned at 10:50 p.m.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Superintendent  
**FROM:** Delia Ruiz, Assistant Superintendent, Human Resources  
**DATE:** November 19, 2014  
**SUBJECT:** Elimination/Reduction and Addition of Certain Classified Positions

### **BACKGROUND INFORMATION**

There is a need to align the present Administrative Assistant position in the Special Education Department to reflect the actual present duties and the continuing needs of the Department.

On or about October 2009, positions in other departments were eliminated/reduced. At that time, the Department had an Administrative Secretary without Shorthand vacancy. There was an employee who held an Administrative Assistant position in another department and that position was eliminated. That employee agreed to fill the vacancy in the Special Education Department, and was allowed to remain classified as an Administrative Assistant.

This position has served primarily as the “front desk”/receptionist position in the Department. During the Classification and Compensation Study, it was confirmed via the Position Information Questionnaire (PIQ) and the classifications analysis that the essential functions of the position align with those of an existing Clerical Assistant III classification. The Classification and Compensation Study Report recommends that the Clerical Assistant III classification continue as a Clerical Assistant III.

The present Administrative Assistant position in the Department is vacant due to a recent resignation. Staff recommends eliminating/reducing the Administrative Assistant position and replacing it with a Clerical Assistant III position.

### **POLICY/CODE**

Education Code sections 45101, 45114, 45117, 45298, 45308

### **FISCAL IMPACT**

A salary savings of approximately \$17,000

### **STAFF RECOMMENDATION**

Approve the resolution to eliminate/reduce and add specified positions.



## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Superintendent  
**FROM:** Pasquale Scuderi, Asst. Supt., Educational Services  
**DATE:** November 19, 2014  
**SUBJECT:** Policy on Recess Restriction (Second Reading)

### **BACKGROUND INFORMATION**

The governing board of a school district may adopt reasonable rules and regulations to authorize a teacher to restrict for corrective purposes the time a pupil under his or her supervision is allowed for recess. A clear and adopted board policy is what is required for teachers to be able to use recess restriction in limited and appropriate situations.

In recent months, the absence of an actual clear and adopted board policy has required the district to give directives to site principals and teachers to refrain from using any form of recess restriction as a corrective behavior. It is worthwhile to note that the discussion and prohibition of recess restriction was not provoked by data indicating that this practice was in any way being abused within BUSD, but rather as a matter of policy and legality.

The resulting outcome has been school site staff receiving a clear direction to cease using recess restriction as a consequence, and that directive has not been accompanied with alternative suggestions or remedies.

With input from principals, behavior specialists, and teachers, staff has crafted a comparatively specific and protective policy that allows teachers, in consultation with their principals, to continue to use the restriction of recess in a judicious and reasonable.

The policy staff is proposing is considerably more specific than the standard template most districts use with regard to recess restriction with regard to the application and limits of the consequence.

The proposed policy ensures among other things, that no student will ever be prohibited for more than 10 minutes of any activity in a single day. Elsewhere the policy ensures that other means of correction are used prior to restricting the student's recess for any period of time, that recess restriction is reported to the site administrator so that they can track and collect data on the frequency of its use. If recess is restricted a total of three times in any month, or twice in any week, parents will be notified and the site's RTI team will convene to review information and seek an alternative response to the behavior in question.

Should the district at any point seek to further prohibit or expand the use of recess restriction as a consequence, staff recommends this be done collaboratively with site administrators, teachers, and parent groups to make certain that alternatives and options are recommended and that the resources to make those alternatives effective are in place.

Staff is not putting forth a policy to encourage the use of recess restriction as a corrective action; however, a clear and thoughtful policy being put in place will allow teachers and administrators some discretion to apply the consequence in a limited way where it is reasonable and appropriate to do so.

**POLICY/CODE**

Ed Code Section 44807.5

**FISCAL IMPACT**

None

**STAFF RECOMMENDATION**

Adopt the Proposed Policy.

## **Berkeley Unified School District**

Board Policy –

### **Recess Restriction**

Certificated staff may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior:

1. Teachers or administrators should first seek alternatives to recess restriction and employ adopted social and emotional learning options in a manner consistent with our positive behavioral support systems, and ensure that the expected behaviors are discussed and clarified for students before and after the recess restriction consequence is issued.
2. Recess restriction shall be employed only after a student receives a fair and clear verbal warning from the teacher or principal.
3. Recess restriction shall not be used as a penalty for incomplete homework.
4. All schools must have clear policies and guidelines within their school-wide Positive Behavior Intervention and Support (PBIS) plan. These guidelines should include when and how the administrator will convene a team to create a positive recess behavior plan which analyzes behavioral function, additional environmental supports needed and/or alternative consequences.
5. The student shall remain under employee supervision during the time of the consequence.
6. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
7. Teachers shall inform a site administrator in writing of any student who has their recess restricted. When a student has their recess restricted either two times per week or three times a month, parents or caregivers will be notified whom and the site RTI team or the administrator will review that information and seek alternative means to address the needs of the student.
8. A student will not be restricted for more than half of any given recess period wherein the consequence is assigned, and a maximum of 10 minutes of restriction per day should be adhered to in all uses.
9. Recess participation may not be restricted for students where such a consequence is explicitly prohibited by a student's IEP or 504 plan.
10. Data will be reviewed annually following the passage of the policy and data will include data disaggregated by ethnicity.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed. D., Superintendent  
**FROM:** Delia Ruiz, Assistant Superintendent, Human Resources  
**DATE:** November 19, 2014  
**SUBJECT:** Public Hearing: Board Appointee for Personnel Commission

### **BACKGROUND INFORMATION**

The Berkeley Unified School District Personnel Commission is composed of three Commissioners. The Board appoints one, one is appointed by the Berkeley Council of Classified Employees (BCCE), and the two commissioners appoint the third. Education Code mandates that the term of each Commissioner be for three years and expire at noon on December 1<sup>st</sup>. The term of one Commissioner expires each year. The terms of office for each of the present Commissioners are as follows:

Dan Lee, Appointed by the Board:	December 1, 2010 - December 1, 2013* (*Extended term to December 1, 2014)
Timothy Carter, Appointed by BCCE:	June 7, 2012 – December 1, 2014
Ann Aoyagi, Joint Appointee:	December 1, 2012 – December 1, 2015

Commissioner Lee's term was scheduled to end December 1, 2013, but he agreed to be re-appointed for one additional year of the three-year term to ensure that the Commission would have continuity through the classification and compensation study. The Commission is scheduled to vote to approve the classification and compensation study recommendations in a special meeting in late November. Consequently, Commissioner Lee will not seek reappointment.

To be eligible for appointment or reappointment to our personnel commission, a person shall be a registered voter and resident of Berkeley and be a known adherent to the principle of the merit system. No present Berkeley Board Member or Alameda County Board Member or present District employee shall be eligible.

Since then, staff has identified a candidate who meets the eligibility requirements. Dr. Reynaldo Ortiz is a resident of Berkeley. He earned his doctorate degree in educational leadership and administration from UC Riverside, taught at the middle school and community college level, and served on various human resources and planning committees. He is student-centered, intrigued by the governance process, and eager to serve the Berkeley School District community.



Staff recommends that the Board appoint Dr. Ortiz for the December 1, 2014 to December 1 2016 term.

**POLICY/CODE**

Education Code sections 45245, 45246, 45248 and Merit System Rules 20.100.1 and 20.100.4

**FISCAL IMPACT**

None

**STAFF RECOMMENDATION**

Conduct Public Hearing and appoint Dr. Ortiz as the Board-Appointee to the Personnel Commission.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Board of Education  
**FROM:** Josh Daniels, Board President  
**DATE:** November 19, 2014  
**SUBJECT:** Referral of Individuals to the City Council for Appointment to the Sugar Sweetened-Beverage Product Panel of Experts

### **BACKGROUND**

On November 4, 2014, Berkeley voters approved Measure D with 76% support. In doing so, Berkeley became the first city in the nation to levy a tax specifically on sugary drinks.

Measure D calls for the creation of a Sugar Sweetened-Beverage Product Panel of Experts (POE) to advise the City Council on how to use General Fund revenue “to make recommendations on how and to what extent the City should establish and/or fund programs to reduce the consumption of sugar-sweetened beverages in Berkeley and to address the effects of such consumption.” Each member of the POE should satisfy at least one of five criteria. One of those criteria is to “[h]ave experience in school-based food and nutrition programs and be referred by the Berkeley Unified School District.”

Since it appears that the City intends to move quickly in creating and appointing POE members, it is important that the District move quickly as well to identify individuals with experience in school-based food and nutrition programs whom the District would like to refer. However, it is important to note that a referral from the District does not guarantee that the City Council will appoint that person (or persons) to the POE as there are likely to be many interested applicants.

Therefore, in the interest of speed, it is recommended that the Board, on behalf of the District, refer the following individuals to the City Council as possible appointees to the POE:

- Daria Wrubel, BUSD Gardening Instructor
- Carrie Fehr, Former BUSD Gardening Instructor
- Matt Tsang, BUSD Gardening Instructor
- Marian Mabel, BUSD Parent/Guardian

The Board can make future referrals if additional individuals are identified.

### **POLICY/CODE**

Not applicable

**FISCAL IMPACT**

None

**BOARD MEMBER RECOMMENDATION**

Approve the list of individuals and direct the Superintendent to send a letter to each member of the City Council with this agenda item attached.

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Ed.D., Superintendent  
**FROM:** Patricia Saddler, Director of Programs and Special Projects  
Debbi D'Angelo, Director of Research, Evaluation and Assessment  
**DATE:** November 19, 2014  
**SUBJECT:** Fall Update Local Control and Accountability Plan (LCAP)

### **BACKGROUND**

The LCAP was approved at both the County and State-level and it was recognized as a model well developed plan. District Staff has been implementing the Actions and Services, which has created a stronger focus on instructional practices and the alignment of research based systems that will ensure that all students are making academic progress.

The LCAP contains Eight State Priorities:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Parent Involvement
- Basic Services
- Implementation of Common Core State Standards
- Course Access

### **Stakeholder Engagement**

The District had an extensive process to consult with various stakeholders during the development of this plan. The members of the Parent Advisory Committee (PAC) and the English Learner Parent Advisory Committee (DELAC) met seven times. District staff met with an Educators Advisory Committee (EAC) six times to solicit input from teachers, instructional assistants, and administrators. The Principals discussed the LCAP at seven meetings. The BSEP Planning and Oversight (P and O) Committee and the Superintendent's Budget Advisory Committee (SBAC) had the LCAP on their agendas multiple times during the development process. To involve more members of the community, the District held focus groups with the following organizations: Berkeley Organizing Congregations for Action (BOCA), Parents of Children of African Descent (PCAD), and Building Opportunities for Self Sufficiency (BOSS), Latinos Unidos, and Bay Area Hispano Institute for Advancement (BAHIA). District staff also met with staff from A Better Way, which oversees programs for foster youth here in Berkeley. In addition, Principals discussed the LCAP with their School Governance Councils, staff solicited input from students at BHS, two district wide public forums were held, and this has been a discussion item on the Board agenda six times.

**NEXT STEPS**

- Review of last years' processes that were utilized to engage stakeholders, to create the LCAP and finalize the plan for Board approval.
- Review of changes in the regulations and template
- Engagement of Stakeholder Groups (**PAC met on 10/30, they have requested that there be clear direction from the BOD as to what their role will be in the LCAP process for 2015/16 and for future years.**)
- Increase communication with the community on LCAP by providing Resource Tool (see attached)
- Ongoing reporting of the actions/services and accomplishments
- Development of Stakeholder meeting calendar with clear expected outcomes.
- Development of approval timeline (see attached)

**POLICY/CODE**

NA

**FISCAL IMPACT**

As noted in the LCAP

**STAFF RECOMMENDATION**

Receive Information for Fall Update of the LCAP.

**LCAP**

**REFERENCE**

**TOOL**

**DRAFT**

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
<b>Goal 1.1: Credentialed teachers</b>  <b>A1.1</b> Continue to ensure all teachers are qualified and appropriately credentialed.	Year 1	<b>Action/Service:</b> BTSA for all new teachers for clear credential  <b>Expense:</b> Contract for services, workshop costs, certificated salaries	\$160,000		(Completed) Had to add additional resources due to 64 new hires		
	Year 2	<b>Action/Service:</b> BTSA for all new teachers for clear credential  <b>Expense:</b> Contract for services, workshop costs, certificated salary and benefits	\$160,000				
	Year 3	<b>Action/Service:</b> BTSA for all new teachers for clear credential  <b>Expense:</b> Contract for services, workshop costs, certificated salary and benefits	\$160,000				
<b>A1.4</b> Improve districtwide, best practices in three-tier model of literacy instruction and intervention with additional RtI <sup>2</sup> (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students.	Year 1	<b>Actions/Services:</b> Provide certificated staff for all K-5 schools to support the implementation of RtI <sup>2</sup> .  Provide one part time district RtI <sup>2</sup> certificated TSA  <b>Expense:</b> Certificated salaries	\$507,100		\$387,200 <b>(Completed)</b> <b>All K-5 sites have a designated RTI Teacher.</b>  <b>(Incomplete)</b>	\$507,100	
	Year 2	<b>Actions/Services:</b> Provide certificated staff for all K-5 schools to support the implementation of RtI <sup>2</sup> .  Provide one part time district RtI <sup>2</sup> certificated TSA	\$507,100		\$847,600	\$507,100	

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
		<b>Expense:</b> Certificated salaries					
	Year 3	<b>Actions/Services:</b> Provide certificated staff for all K-5 schools to support the implementation of Rtl <sup>2</sup> .  Provide one part time district Rtl <sup>2</sup> certificated TSA  <b>Expense:</b> Certificated salaries	\$507,100		\$897,600	\$507,100	
<b>B1.1:</b> For Low Income Students: Provide targeted literacy intervention through small group and individual 1:1 instruction and teacher coaching/lesson modeling with one full time literacy coach for each K-5 school	Year 1	<b>Actions/Services:</b> Provide 1:1 and small group intervention classes and teacher coaching.  <b>Expense:</b> Certificated Salaries			\$218,000  <b>(Complete)</b>	\$600,000	
	Year 2	<b>Actions/Services:</b> Provide 1:1 and small group intervention classes and teacher coaching.  <b>Expense:</b> Certificated Salaries			\$218,000	\$600,000	
	Year 3	<b>Actions/Services:</b> Provide 1:1 and small group intervention classes and teacher coaching.  <b>Expense:</b> Certificated Salaries			\$491,000	\$600,000	
<b>B1.2:</b> For Low Income and English Learners: Extend	Year 1						



LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
the school day with small group ELA instruction for students in grades K-12 before and after school with classroom teachers using research-based intervention practices.	Year 2						
	Year 3	<p><b>Actions/Services:</b> Provide 1:1 and small group intervention classes before and after school.</p> <p><b>Expense:</b> Certificated hourly pay</p>			\$272,000		
<b>B1.3:</b> For Low Income Students: Prevent summer reading loss and use Common Core aligned ELA curriculum for the K-5 Summer School program.	Year 1	<p><b>Actions/Service:</b> Redesign K-5 summer school to align with CCSS and teach students the literacy skills they need to succeed in the following school year.</p> <p><b>Expense:</b> Certificated salaries, classified salaries, materials and supplies, transportation</p>	\$93,000 (+ Title I, EDC)				
	Year 2	<p><b>Actions/Service:</b> Redesign K-5 summer school to align with CCSS and teach students the literacy skills they need to succeed in the following school year.</p> <p><b>Expense:</b> Certificated salaries, classified salaries, materials and supplies, transportation</p>	\$93,000 (+ Title I, EDC)				
	Year 3	<p><b>Actions/Service:</b> Redesign K-5 summer school to align with CCSS and teach students the literacy skills they need to succeed in the following school year.</p> <p><b>Expense:</b> Certificated salaries, classified salaries, materials and supplies, transportation</p>	\$93,000 (+ Title I, EDC)				

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
<b>Goal 1.4: Grade Level Math Proficiency</b>  <b>A1.5</b> Support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of new international math pathway at the high schools through professional development time and math coaching.	Year 1	<b>Actions/Services:</b> Provide district level coaches to lead workshops, facilitated planning, and coaching to support the implementation of CCSS-Mathematics.  1.0 FTE K-5, .6 FTE for 6-8; 1.0 for BHS  <b>Expense:</b> Certificated salaries			\$92,200  <b>(Completed)</b>	\$37,000	\$117,600 (CCSS)
	Year 2	<b>Actions/Services:</b> Provide district level coaches to lead workshops, facilitated planning, and coaching to support the implementation of CCSS-Mathematics.  1.0 FTE K-5, .6 FTE for 6-8; 1.0 for BHS  <b>Expense:</b> Certificated salaries			\$204,000	\$37,000	
	Year 3	<b>Actions/Services:</b> Provide district level coaches to lead workshops, facilitated planning, and coaching to support the implementation of CCSS-Mathematics.  1.0 FTE K-5, .6 FTE for 6-8; 1.0 for BHS  <b>Expense:</b> Certificated salaries			\$204,000	\$37,000	
<b>A1.7</b> Continue differentiation of instruction with class sizes of 24 students to 1 teacher (instead of 28 to 1) for 7 <sup>th</sup> and 8 <sup>th</sup> grade math classes to implement the new	Year 1	<b>Actions/Services:</b> Provide certificated staff to reduce class sizes in middle school math classes  <b>Expense:</b> Certificated salaries	\$147,500		<b>(Completed)</b>		

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
Common Core math curriculum.	Year 2	<b>Actions/Services:</b> Provide certificated staff to reduce class sizes in middle school math classes  <b>Expense:</b> Certificated salaries	\$147,500				
	Year 3	<b>Actions/Services:</b> Purchase math intervention materials  <b>Expense:</b> Instructional Materials	\$120,000				
A1.8 Provide teachers with the high-quality math intervention materials needed to support students struggling in math at middle and high school.	Year 1	No Cost for math intervention materials selection process					
	Year 2	<b>Actions/Services:</b> Purchase math intervention materials  <b>Expense:</b> Instructional Materials	\$120,000				
	Year 3						
A1.9 Provide Science, Technology, Engineering and Math activities outside the school day in K-5, such as Supt. Super Science Saturdays.	Year 1	<b>Actions/Services:</b> Provide workshops for students in collaboration with Lawrence Hall of Science  <b>Expense:</b> Contract for services, Certificated hourly	\$25,000 (+Grants)		SSSS will begin second semester, however all K-8 schools are offering STEM activities either during the school day or afterschool.		
	Year 2	<b>Actions/Services:</b> Provide workshops for students in collaboration with Lawrence Hall of Science  <b>Expense:</b> Contract for services, Certificated hourly	\$40,000				

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
	Year 3	<p><b>Actions/Services:</b> Provide workshops for students in collaboration with Lawrence Hall of Science</p> <p><b>Expense:</b> Contract for services, Certificated hourly</p>	\$50,000				
<p><b>Goal 1.5: College and Career Planning for highest risk students</b></p> <p><b>A1.10:</b> Oversee college and career planning for high-risk students, increase access to college prep, IB and AP courses, and provide appropriate academic support programs with full-time BHS Intervention Coordinator and mentors for these students.</p>	Year 1	<p><b>Actions/Services</b> Provide an intervention Coordinator/counselor to monitor the progress of high-risk youth</p> <p><b>Expense:</b> Certificated salary</p>			\$95,000 <b>(Completed)</b>		
	Year 2	<p><b>Actions/Services</b> Provide an intervention Coordinator/counselor to monitor the progress of high-risk youth</p> <p><b>Expense:</b> Certificated salary</p>			\$119,000		
	Year 3	<p><b>Actions/Services</b> Provide an intervention Coordinator/counselor to monitor the progress of high-risk youth</p> <p><b>Expense:</b> Certificated salary</p>			\$200,000		
<p><b>A1.11:</b> Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high-school through outreach efforts and California Pathways grant.</p>	Year 1	<p><b>Actions/Services:</b> Create additional sections and pathways for CTE courses.</p> <p><b>Expense:</b> Certificated salaries, materials and supplies</p>	\$121,000		<b>(Completed)</b>		\$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$180,000

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
							(CPT Grant)
	Year 2	<p><b>Actions/Services:</b> Create additional sections and pathways for CTE courses.</p> <p><b>Expense:</b> Certificated salaries, materials and supplies</p>	\$121,000				\$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$126,000 (CPT Grant)
	Year 3	<p><b>Actions/Services:</b> Create additional sections and pathways for CTE courses.</p> <p><b>Expense:</b> Certificated salaries, materials and supplies</p>	\$121,000				\$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$54,000 (CPT Grant)
<p><b>B1.5:</b> For Low Income Students: Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education. AVID teachers and counselors will use the individual Transcript Evaluation Service (TES) Reports to monitor and</p>	Year 1	<p><b>Actions/Service:</b> Continue AVID in grades 7-10 and expand to grade 11.</p> <p><b>Expense:</b> Certificated salaries, hourly curriculum development, stipends, travel conference, contracts for services</p>			\$115,000 <b>(Completed)</b>		
	Year 2	<p><b>Actions/Service:</b> Continue AVID in grades 7-11 and expand to grade 12.</p> <p><b>Expense:</b> Certificated salaries, teacher hourly curriculum development,</p>			\$155,000		

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
communicate student progress towards “On-Track” College and Career Readiness.  No Additional Cost for TES.		stipends, travel conference, contracts for services					
	Year 3	<b>Actions/Service:</b> Continue AVID in grades 7-12.  <b>Expense:</b> Certificated salaries, teacher hourly curriculum development, stipends, travel conference, contracts for services			\$155,000		
<b>Goal 1.6: Graduation Success</b>  <b>B1.6:</b> For low income students: Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.	Year 1	<b>Actions/Service:</b> Expand MS Bridge Program to include 7 <sup>th</sup> as well as 6 <sup>th</sup> grade students. Continue BHS Bridge program. <b>Expense:</b> Certificated salaries, Contracts for services	\$60,000		\$129,000 <b>(Completed)</b>		\$55,000 (City of Berkeley)
	Year 2	<b>Actions/Services:</b> Expand MS Bridge to include 6 <sup>th</sup> -8 <sup>th</sup> grades. Continue BHS Bridge program. <b>Expense:</b> Certificated salaries, Contracts for services			\$300,000		\$73,800 (BSEP)
	Year 3	<b>Actions/Services:</b> Continue Bridge programs in 6 <sup>th</sup> -12 <sup>th</sup> grades  <b>Expense:</b> Certificated salaries, Contracts for services			\$466,000		\$73,800 (BSEP)

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
<b>B1.7:</b> For Low Income, English Learners and Foster Youth: Provide summer school for high school students not on track to graduate	Year 1	<b>Actions/Services:</b> Provide a summer school credit recovery program for students not on track to graduate.  <b>Expense:</b> Certificated salaries, classified salaries, materials and supplies	\$56,200				
	Year 2	<b>Actions/Services:</b> Provide a summer school credit recovery program for students not on track to graduate.  <b>Expense:</b> Certificated salaries, classified salaries, materials and supplies	\$56,200				
	Year 3	<b>Actions/Services:</b> Provide a summer school credit recovery program for students not on track to graduate.  <b>Expense:</b> Certificated salaries, classified salaries, materials and supplies	\$56,200				
<b>B2.1:</b> For English Learners: Provide daily direct instruction in English Language Development (ELD) to all English Learners by ensuring all sites have ELD teachers to provide coaching for classroom teachers and instruction / support to students.	Year 1	<b>Actions/Services:</b> Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, oversight, and instructional coaching for teachers.  <b>Expense:</b> Certificated Salaries			\$894,300 (Completed)		
	Year 2	<b>Actions/Services:</b> Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, oversight, and instructional coaching for teachers.			\$930,600		

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
		<b>Expense:</b> Certificated Salaries					
	Year 3	<b>Actions/Services:</b> Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, oversight, and instructional coaching for teachers.  <b>Expense:</b> Certificated Salaries			\$930,600		
<b>Goal 2.2: Teachers of Color</b>  <b>A2.4:</b> Increase capacity to leverage partnerships with local teacher credentialing programs to attract student teachers and teachers who are African-American and Latino, and then support and retain these teachers with a dedicated part-time specialist	Year 1	<b>Actions/Services:</b> Hire a consultant/ specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers.  <b>Expense:</b> Contract with consultant			\$36,900  <b>(In negotiations)</b>		
	Year 2	<b>Actions/Services:</b> Hire a consultant/ specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers.  <b>Expense:</b> Contract with consultant			\$36,900		
	Year 3	<b>Actions/Services:</b> Hire a consultant/ specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers.  <b>Expense:</b> Contract with consultant			\$55,000		



LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
<b>B3.1:</b> For Low-Income and Foster Youth: Provide increased mental health services to support students dealing with trauma and other emotional issues.	Year 1	<b>Actions/Services:</b> Provide increased mental health services to students  <b>Expense:</b> Contracts for services			\$93,000 <b>(Completed)</b>		\$55,000 for K-5 (City of Berkeley)
	Year 2	<b>Actions/Services:</b> Provide increased mental health services to students  <b>Expense:</b> Contracts for services			\$200,000		\$55,000 for K-5 (City of Berkeley)
	Year 3	<b>Actions/Services:</b> Provide increased mental health services to students  <b>Expense:</b> Contracts for services			\$305,000		\$55,000 for K-5 (City of Berkeley)
<b>Goal 3.2: Consistent Attendance</b>  <b>A3.2:</b> Ensure regular, individual contact with high-risk students by increasing staffing that will oversee all academic and social interventions, implement a new system to connect students to the appropriate resources and then track and monitor the impact of these programs	Year 1	<b>Actions/Services:</b> Provide Intervention Coordinator at BHS (See Action Step A1.10 for Intervention Coordinator / Counselor).  <b>Expense:</b> Certificated Salaries  <b>Source:</b> See Action Step A1.10					
	Year 2	<b>Actions/Services:</b> Provide Intervention Coordinator at BHS (See Action Step A1.10 for Intervention Coordinator / Counselor).  <b>Expense:</b> Certificated Salaries  <b>Source:</b> See Action Step A1.10					

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
	Year 3	<p><b>Actions/Services:</b> Provide Intervention Coordinator at BHS (See Action Step A1.10 for Intervention Coordinator / Counselor).</p> <p><b>Expense:</b> Certificated Salaries</p> <p><b>Source:</b> See Action Step A1.10</p>					
<p><b>A3.3:</b> Conduct outreach and attendance intervention with families around the importance of attendance and being on time.</p>	Year 1	<p><b>Actions/Services:</b> Provide Coordinators for Family Engagement</p> <p><b>Expense:</b> Classified Salaries</p> <p><b>Source:</b> (See Action Step B3.5)</p>			(Completed)		
	Year 2	<p><b>Actions/Services:</b> Provide Coordinators for Family Engagement</p> <p><b>Expense:</b> Classified Salaries</p> <p><b>Source:</b> (See Action Step B3.5)</p>					
	Year 3	<p><b>Actions/Services:</b> Provide Coordinators for Family Engagement</p> <p><b>Expense:</b> Classified Salaries</p> <p><b>Source:</b> (See Action Step B3.5)</p>					
<p><b>Goal 3.3: Positive Supports, Effective Discipline</b></p> <p><b>A3.4</b> Expand the set of peacemaking practices that build relational trust and provide alternatives to</p>	Year 1	<p><b>Actions/Services:</b> Contract with outside agencies (such as SEEDS and New Bridge) to provide PD for teachers and staff on Restorative Justice and counseling services on ATOD for students.</p> <p><b>Expense:</b> Contract for Services</p>	<p>\$70,000</p> <p>\$520,000 (LCFF Base) provides Behavior Specialists and Full-</p>		<p>\$10,000</p> <p>(Completed)</p>		<p>\$20,000 Grant Funds</p>

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
punitive discipline through behavioral intervention, implementation of restorative practices and counseling for alcohol, tobacco or drug – ATOD – use.			time Counselor for BHS students with IEPs in Special Ed. Budget.				
	Year 2	<b>Actions/Services:</b> Contract with outside agencies (such as SEEDS and New Bridge) to provide PD for teachers and staff on Restorative Justice and counseling services on ATOD for students.  <b>Expense:</b> Contract for Services	\$70,000  \$520,000 (LCFF Base) provides Behavior Specialists and Full-time Counselor for BHS students with IEPs in Special Ed. Budget.		\$10,000		\$20,000 Grant Funds
	Year 3	<b>Actions/Services:</b> Contract with outside agencies (such as SEEDS and New Bridge) to provide PD for teachers and staff on Restorative Justice and counseling services on ATOD for students.  <b>Expense:</b> Contract for Services	\$70,000  \$520,000 (LCFF Base) provides Behavior Specialists and Full-time Counselor for BHS students		\$10,000		\$20,000 Grant Funds

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
			with IEPs in Special Ed. Budget.				
<b>B3.2:</b> For Low Income Students and Foster Youth: Develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension with the guidance of a Behavioral Specialist.	Year 1	<b>Actions/Services:</b> Provide PBIS coach/behavior specialist.  <b>Expense:</b> Certificated salaries			\$38,500 <b>(Completed)</b>		\$18,400 (Title II), \$38,700 (Special Education)
	Year 2	<b>Actions/Services:</b> Provide PBIS coach/behavior specialist.  <b>Expense:</b> Certificated salaries			\$38,500		\$18,400 (Title II), \$38,700 (Special Education)
	Year 3	<b>Actions/Services:</b> Provide PBIS coach/behavior specialist.  <b>Expense:</b> Certificated salaries			\$38,500		\$18,400 (Title II), \$38,700 (Special Education)
<b>B3.3:</b> For Low Income Students and Foster Youth: Continue the Alive and Free Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.	Year 1	<b>Actions/Services:</b> Implement Alive and Free and Lifelines Programs and provide professional development for staff.  <b>Expense:</b> Contracts for services, Substitutes			\$39,000 <b>(Completed)</b>		
	Year 2	<b>Actions/Services:</b> Implement Alive and Free and Lifelines Programs and provide professional development for staff.  <b>Expense:</b> Contracts for services,			\$39,000		

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
		Substitutes					
	Year 3	<p><b>Actions/Services:</b> Implement Alive and Free and Lifelines Programs and provide professional development for staff.</p> <p><b>Expense:</b> Contracts for services, Substitutes</p>			\$39,000		
<p><b>Goal 3.4: Family Partnership</b></p> <p><b>B3.5:</b> For Low Income Students, Foster Youth and English Learners: Partner with parents and guardians to support their childrens’ education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners.</p>	Year 1				\$215,000 <b>(Completed)</b>		\$411,000 (BSEP funding)
	Year 2				\$339,000		\$369,000 in BSEP funding)
	Year 3				\$521,000		\$379,000 in BSEP funding)
<p><b>Evaluation of LCAP Programs:</b></p> <p><b>A3.5:</b> Actively monitor progress in achieving the LCAP goals with the dedication of a Teacher on Special Assignment (TSA) position in the Research</p>	Year 1	<p><b>Actions/Services:</b> Hire a TSA to monitor progress on achieving LCAP goals.</p> <p><b>Expense:</b> Certificated salary</p>			\$36,900 <b>(Completed)</b>		
	Year 2	<p><b>Actions/Services:</b> Provide a TSA to monitor progress on achieving LCAP goals.</p>			\$55,300		

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
and Evaluation Office.		<b>Expense:</b> Certificated salary					
	Year 3	<b>Actions/Services:</b> Provide a TSA to monitor progress on achieving LCAP goals.  <b>Expense:</b> Certificated salary			\$92,200		
<b>Non-LCFF Base/Supplemental Funded Goals</b>							
<b>Goal 1.2: Implement new State Standards</b>  <b>A1.2</b> Provide professional development to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including the integration of technology.	Year 1 Action	<b>Actions/Services:</b> Workshops, coaching, and planning time to teachers to support the implementation of CCSS.  <b>Expense:</b> Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel			(Ongoing)	\$531,000	\$205,000 (CCSS)
	Year 2 Action	<b>Actions/Services:</b> Workshops, coaching, and planning time to teachers to support the implementation of CCSS.  <b>Expense:</b> Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel				\$531,000	\$205,000 (CCSS)
	Year 3 Action	<b>Actions/Services:</b> Workshops, coaching, and planning time to teachers to support the implementation of CCSS.  <b>Expense:</b> Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel				\$531,000	\$205,000 (CCSS)

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
<b>Goal 1.3:</b> <b>Grade Level Literacy</b>  <b>A1.3</b> Provide on-going professional development in Common Core English Language Arts standards and TCRWP curriculum (Reader’s and Writer’s Workshop).	Year 1	<b>Actions/Services:</b> Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS-ELA.  <b>Expense:</b> Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel		\$44,000 (also Title II)	(Ongoing)	\$106,000	\$61,000 (CCSS)
	Year 2	<b>Actions/Services:</b> Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS-ELA.  <b>Expense:</b> Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel		\$44,000 (also Title II)		\$56,000	
	Year 3	<b>Actions/Services:</b> Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS-ELA.  <b>Expense:</b> Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel		\$44,000 (also Title II)		\$56,000	
<b>Goal 1.4:</b> <b>Grade Level Math Proficiency</b>  <b>A1.5</b> Support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of new international math	Year 1	<b>Actions/Services:</b> Provide release time for teachers to participate in PD and curriculum development time for CCSS-Mathematics implementation.  <b>Expense:</b> Certificated teacher hourly pay, substitutes			(Ongoing)		\$24,800 (CCSS)
	Year 2						

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Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
pathway at the high schools through professional development time and math coaching.	Year 3						
<b>Goal 2.1: Cultural &amp; Linguistic Relevance</b>  <b>A2.1</b> Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of professional development workshops that focus on African-American students and English Learners.	Year 1	<b>Actions/Services:</b> Provide five-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants at each one  <b>Expense:</b> Contract for services, stipends, substitutes			(Ongoing) Not enough money to have five seminars		\$45,000 (BSEP Professional Development – PD)
	Year 2	<b>Actions/Services:</b> Provide five-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants at each one  <b>Expense:</b> Contract for services, stipends, substitutes					\$45,000 (BSEP Professional Development – PD)
	Year 3	<b>Actions/Services:</b> Provide five-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants at each one  <b>Expense:</b> Contract for services, stipends, substitutes					\$45,000 (BSEP Professional Development – PD)



LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
<b>A2.2</b> Ensure implementation of culturally and linguistically relevant instructional practices identified in the Equity Rubric with a focus on African-American students and English Learners as facilitated by equity teacher leaders and principals.	Year 1	<b>Actions/Services:</b> Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence.  <b>Expense:</b> Teacher Stipends			(Completed)		\$34,000 (BSEP PD)
	Year 2	<b>Actions/Services:</b> Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence.  <b>Expense:</b> Teacher Stipends					\$34,000 (BSEP PD)
	Year 3	<b>Actions/Services:</b> Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence.  <b>Expense:</b> Teacher Stipends					\$34,000 (BSEP PD)
<b>A2.3:</b> Facilitate Professional Learning Communities (PLC) for preK-12 principals focused on cultural competence, strategies for English Learners, and the achievement of African American students. (See Appendix E)	Year 1	<b>Actions/Services:</b> Facilitate PLCs for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues.  <b>Expense:</b> None needed			(Ongoing)		
	Year 2	<b>Actions/Services:</b> Facilitate PLCs for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues.					

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
		<b>Expense:</b> None needed					
	Year 3	<b>Actions/Services:</b> Facilitate PLCs for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues.  <b>Expense:</b> None needed					
<b>B2.2:</b> For English Learners: Ensure best practices for teaching English Language Development by hiring a full-time ELD Teacher on Special Assignment (TSA) who will provide training, coaching and support to ELD teachers as well as TWI, Bilingual and mainstream teachers to ensure students make progress towards English fluency	Year 1	<b>Actions/Services:</b> Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers.  <b>Expense:</b> Certificated Salaries			(Completed)		\$92,200 (Title I, II and III)
	Year 2	<b>Actions/Services:</b> Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers.  <b>Expense:</b> Certificated Salaries					\$92,200 (Title I, II and III)
	Year 3	<b>Actions/Services:</b> Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers.  <b>Expense:</b> Certificated Salaries					\$92,200 (Title I, II and III)
<b>A2.5:</b> Recruit classified	Year 1	<b>Actions/Services:</b> Principals will			(Ongoing)		

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
personnel of color to participate in the “Transition to Teaching” program to become credentialed teachers.		identify and recruit potential candidates.  <b>Expense:</b> no additional cost					
	Year 2	<b>Actions/Services:</b> Principals will identify and recruit potential candidates.  <b>Expense:</b> no additional cost					
	Year 3	<b>Actions/Services:</b> Principals will identify and recruit potential candidates.  <b>Expense:</b> no additional cost					
<b>Goal 3.1: Social- Emotional Skills, and Mental Health</b>  <b>A3.1</b> Provide culturally responsive professional development in the new Toolbox curriculum designed to teach skills such as, self-management, social and self-awareness, decision-making and building relationships. Implementation of skills will be supported by District PBIS / Toolbox	Year 1	<b>Actions/Services:</b> Train all K-6 certificated and classified site staff on the implementation of Toolbox social/emotional curriculum.  <b>Expense:</b> Certificated teacher stipends, hourly, classified hourly			(Ongoing)		\$40,000 (BSEP PD)
	Year 2	See funding in Action Step <b>B3.2</b> for ongoing Toolbox Support.					
	Year 3	See funding in Action Step <b>B3.2</b> for ongoing Toolbox Support.					

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSEP	Other
Behavior Specialist.							
<b>B3.4:</b> For Low Income Students and Foster Youth: Provide case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension.	Year 1	<b>Actions/Services:</b> Ensure case management and intervention services for low income and Foster youth.  <b>Expense:</b> No additional cost, services provided on campus intervention staff and Dean of Students					
	Year 2	<b>Actions/Services:</b> Ensure case management and intervention services for low income and Foster youth.  <b>Expense:</b> No additional cost, services provided on campus intervention staff and Dean of Students					
	Year 3	<b>Actions/Services:</b> Ensure case management and intervention services for low income and Foster youth.  <b>Expense:</b> No additional cost, services provided on campus intervention staff and Dean of Students					

LCAP Resource Tool Draft

Goal		Action/Service and Expense	LCFF Base	Title I	LCFF Supplemental	BSI
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**Stakeholder Groups:**

1. Parent Advisory Committee (PAC)
2. District English Language Advisory Committee (DELAC)
3. Superintendents Budget Advisory Committee (SBAC)
4. Educators Advisory Committee and Principals (EAC)
5. School Governance Councils
6. BSEP Planning and Oversight Committee (P&O)
7. Students
8. Community Focus Groups
9. Public Forums
10. School Board

**Stakeholder Dates to be determined**

**January – Joint Orientation for all stakeholder groups and committees.**

<b>Parent Advisory Committee (PAC)</b>	
10/30	Meeting to review membership and process.
12/18	District Goals, Data, LCAP Resource Tool for Reflection
February	Budget Proposals
March	Review Indicators and Priorities
April	Review of Draft LCAP 14-15
May	PAC/DELAC Working Group: Comments on Draft LCAP 14-15
TBD	Review Second Draft LCAP 14-15

<b>District English Language Advisory Committee (DELAC)</b>	
Dec	District Goals, Data, LCAP Resource Tool for Reflection
Jan	Orientation, Data Elements and School Climate
February	Budget Proposals
March	Review Indicators and Priorities
April	Review of Draft LCAP 14-15
May	PAC/DELAC Working Group: Comments on Draft LCAP 14-15
May	Review Second Draft LCAP 14-15

### **Superintendents Budget Advisory Committee (SBAC)**

Jan	Orientation, LCFF/LCAP Overview
February	LCFF Budget
March	Student Achievement and Proposals with Cost analysis
April	First Draft LCAP 14-15
May	Second Draft LCAP 14-15

### **Educators Advisory Committee and Principals (EAC)**

Jan	Orientation, LCFF/LCAP Overview
Feb	Review of LCAP Eight State Priorities - LCAP Resource Tool for Reflection
March	Review Indicators, Priorities and Budget
April	First Draft LCAP 14-15
May	Second Draft LCAP 14-15

### **School Governance Councils**

10/21	Orientation and Training for Parent Leaders
February	Principals Present LCAP Review

### **BSEP Planning and Oversight Committee (P&O)**

Jan	Orientation, LCAP Overview, Resource Tool Reflection
Jan	LCFF, BSEP and Class Size Reduction (CSR)
Feb	LCFF Budget, Student Achievement and Proposals with Cost Analysis
Mar	Update re: CSR and LCAP - BSEP
April	Draft LCAP 14-15
May	Second Draft LCAP 14-15

### **Students**

March	BHS Green Academy Students: BSEP and LCAP
April	Meeting with Student Leadership at BHS
May	BHS Green Academy: Y Plan Presentation

### **Community Focus Groups**

Jan	Meeting with Focus Group Leaders
March	BOCA: Overview of Priorities and Resource Tool
March	PCAD: Overview of Priorities and Resource Tool
March	Latinos Unidos: Overview of Priorities and Resource Tool
March	2020 Vision Design Team: Overview of Priorities and Resource Tool
March	BAHIA: Overview and Priorities and Resource Tool
March	Homeless/Families in Transition: Overview and Priorities and Resource Tool

### **Public Forums**

April	LCAP 14-15 Draft Presented to Community
May	Public Comment Deadline #1
May	LCAP Final Draft and Public Hearing
May	Public Comment Deadline #2
June	Final LCAP Plan/Budget and Public Hearing

### **Berkeley Board of Education (School Board)**

Nov	Overview of LCAP Development Process
Jan	Governor's Budget Review and Alignment of Resources
April	LCAP Section 2, Metrics and Needs Assessment and LCAP Review Presented at Board Meeting
April	LCAP Board Study Session, including Evaluation of 14-15
May	LCAP Final Draft 14-15 and Public Hearing
June	Final LCAP Plan/Budget and Public Hearing



# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Board of Education  
**FROM:** Josh Daniels, Board President  
**DATE:** November 19, 2014  
**SUBJECT:** Year in Review

## **BACKGROUND**

School boards are effective when they take collective responsibility for their own performance as a governing body. School boards evaluate themselves to demonstrate that districts leadership is committed to continuous learning at every level. School boards also evaluate themselves to create a culture of using feedback to get better. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it. Finally, school boards evaluate themselves to demonstrate accountability to the community that elected them. As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

This approach to self-evaluation is relatively simple. The Board President will make a brief presentation and then there will be time for an open discussion to provide each Board member with an opportunity to share their opinion on what was successful and what is in need of improvement. As part of the discussion, the California School Boards Association recommends keeping the following questions in mind:

1. Have we kept the district focused on learning and achievement for all students?
2. Have we communicated a common vision?
3. Have we operated openly, with trust and integrity?
4. Have we governed in a dignified and professional manner, treating everyone with civility and respect?
5. Have we governed within board-adopted policies and procedures?
6. Have we taken collective responsibility for the board's performance?
7. Have we ensured opportunities for the diverse range of views in the community to inform board deliberations?

## **POLICY/CODE**

Not applicable

**FISCAL IMPACT**

None

**BOARD MEMBER RECOMMENDATION**

Discuss the successes and challenges from the 2014 calendar year.