

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).

BERKELEY PUBLIC SCHOOLS

Meeting Location: 1231 Addison Street, Berkeley CA 94702

Phone: (510) 644-8764

BOARD OF EDUCATION – MEETING AGENDA

Wednesday, February 11, 2015

BOARD OF EDUCATION

Judy Appel, President
Beatriz Leyva-Cutler, Vice President
Karen Hemphill, Director/Clerk
Josh Daniels, Director
Ty Alper, 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

BOARD OF EDUCATION REGULAR MEETING AGENDA

The Presiding Officer will call the meeting to order at **6:00** pm, and Recess to Closed Session. The Regular Meeting will convene by 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. Collective Bargaining
BFT Negotiations
2. Public Employee Discipline/Dismissal/Release/Evaluation
Separation Agreement for Classified Employee
Certificated Employee Agreement
Classified Employee Dismissal

3. Public Employment/Appointment
 Appointment of Executive Director of Facilities
 Update on Recruitment of BHS Principal
4. Anticipated Litigation
 OCR Complaints
5. Threat to Public Services or Facilities
 Berkeley High and BTA Safety Concerns with BHS Staff Administration

Approve Regular Meeting Agenda of February 11, 2015

Report on Closed Session

OPEN SESSION PUBLIC TESTIMONY (1st 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 Planning & Oversight Committee
- _____ Berkeley Arts Steering Committee (BAESC)
- _____ Measure I Construction Bond Oversight Committee
- _____ Measure H Oversight Committee
- _____ Parent Advisory Committee (LCAP)
- _____ 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.

Presentation: 2014-15 WE CARE Recipients

CONSENT CALENDAR – approval requested

1	Approval of Overnight Field Trips and Out of State Travel	10
2	Approval of BHS Hip Hop Course	12
3	Approval to Advertise to Solicit Bids for King Gym Modernization	16
4	Approval to Advertise to Solicit Bids for John Muir Modernization Project	18
5	Approval to Advertise to Solicit Bids for LeConte Modernization Project	20
6	Approval to Advertise to Solicit Bids for Willard Modernization Project	22
7	Approval to Increase the Purchase Order for Infocus Video	24
8	Approval of Project Manager for the Addition of Portables Project at Three Sites	25
9	Approval of Human Resources Report	26
10	Approval of Contracts and Purchase Orders	30
11	Acceptance of Gifts and Donations	32
12	Approval of High School Equivalency Tests	34
13	Approval of Form J-13A - Request for Allowance of Attendance	35
14	Approval of Resolution No. 15-039 In Honor of African American History Month	39

ACTION ITEM

1	Open Public Hearing Close Public Hearing Approval of Initial Proposal for Successor Agreement between the Berkeley Unified School District and the Berkeley Federation of Teachers	41
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DISCUSSION ITEMS

1	Update on Common Core Math Adoption	43
2	Berkeley Arts Education Steering Committee (20 min.)	45
3	Board Policy Priorities for 2015 (30 min.)	46

OPEN SESSION PUBLIC TESTIMONY (2d 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.

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BOARD MEMBER INFORMATION

	Office Hours Dates & Times	Office Hours Location	Priority (Primary)	Priority (Secondary)
Beatriz Leyva-Cutler (BL) beatrizleyvacutler@berkeley.net 510-644-6550	2nd Thursday 4:00-6:00	Casa Latina (1801 San Pablo Ave.)	Family Engagement	Common Core State Standards
Josh Daniels (JD) joshdaniels@berkeley.net 510-213-8683	2nd Saturday – 1:00	Take 5 (3130 Sacramento St.)	Planning for Next BSEP Measure	Local Control & Accountability Plan
Judy Appel (JA) judyappel@berkeley.net 510-644-6550	4th Saturday 1:00	Café Leila (1724 San Pablo Ave.)	Common Core State Standards	Family Engagement
Ty Alper (TA) tyalper@berkeley.net 510-644-6550	4th Sunday 3:00 – 5:00	Casa Latina (1801 San Pablo Ave.)	TBD	TBD
Karen Hemphill (KH) karenhemphill@comcast.net 510-644-6550	2nd Saturday 10:00-11:30	Café Leila (1724 San Pablo Ave.)	Local Control & Accountability Plan	2020 Vision
Jesse Barber (JB) jessebarber@students.berkeley.net 510-644-6550	N/A	N/A	Student Engagement	N/A
Carlos Ku-Ceja (CK) carloskucej@berkeley.net 510-644-6550	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. 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

2015 BUSD School Board Calendar
Regular Meeting Dates

January	14	28	
February	1 Retreat	11	25
March	11	25	
April	8	22	
May	6	20	
June	3	10	24
July			
August	26		
September	9	30	
October	14	28	
November	4	18	
December	9		

2015 BOARD MEMBER COMMITTEE ASSIGNMENTS

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

	#	JA	BL	KH	JD	TA	JB	CKC
2x2 (deborahturner@berkeley.net)	2	X	X					
Audit (geraldinemorgan@berkeley.net)	2	X				X		
BSEP Planning & Oversight (natashabeery@berkeley.net)	2				X	X		
BTSA michellesinclair@berkeley.net	1					X		
Capacity (pasqualescuderi@berkeley.net)			x			x		
Construction Bond Oversight Committee (chanitastevenson@berkeley.net)	1				X			
District EL Advisory Committee/EL Parent Advisory Committee (charitydamarto@berkeley.net)	1		X					
Measure H/Maintenance Oversight Committee (TBD)	1			X				
Parent Advisory Committee (Patriciasaddler@berkeley.net)	2		X	X				
Policy Committee (deborahturner@berkeley.net)	2	X			X			
PTA Council (president@berkeleypta.org)	1					X		
Student Attendance Review Board (SARB) (susancraig@berkeley.net)	1		X					
Supt Budget Advisory Committee (SBAC) (jaynitschke@berkeley.net)	1			X		X		
BOARD MEMBER WORKGROUP ASSIGNMENTS								
Alameda County School Boards Association (deborahturner@berkeley.net)				x				
BSEP Renewal Planning Workgroup (natashabeery@berkeley.net)	2	X			X			
Cesar Chavez Commemorative Workgroup (charitydamarto@berkeley.net)	1		X					
Next District Strategic Plan Workgroup (donaldevans@berkeley.net)	1	X		X				
Project Labor Agreement Workgroup (TBD)	1			X				
Restorative Justice/School Climate Committee (susancraig@berkeley.net)		1						

2015 BOARD MEMBER SCHOOL SITE LIAISON ASSIGNMENTS

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

	#	JA	BL	KH	JD	TA	JB	CKC
Berkeley Adult School (burr Guthrie@berkeley.net)				X				
Berkeley Arts Magnet (rene Molina@berkeley.net)						X		
Berkeley High School (kristin glen chur@berkeley.net)		X		X			X	
Berkeley Technology Academy (sheila quintana@berkeley.net)					X			X
Child Development Centers (maria carriedo@berkeley.net)		X						
Cragmont (hazelle fortich@berkeley.net)			X					
Emerson (susan hodge@berkeley.net)					X			
Independent Study (edith smiley@berkeley.net)		X						
Jefferson (sonya martin@berkeley.net)					X			
John Muir (audrey amos@berkeley.net)			X					
King (janet levenson@berkeley.net)		X						
LeConte (veronica cavalerio@berkeley.net)			X					
Longfellow (marcos garcia@berkeley.net)						X		
Malcolm X (alex hunt@berkeley.net)				X				
Oxford (beth rhine@berkeley.net)						X		
Rosa Parks (paco furlan@berkeley.net)						X		
Thousand Oaks (jennifercorn@berkeley.net)			x					
Washington (melstenger@berkeley.net)				X				
Willard (debbiedeane@berkeley.net)					X			

Key Academic Terms and Definitions

Alive and Free: Program designed to keep young people alive and free, unharmed by violence and free from incarceration. Their goal is to provide young people with opportunity and support to build positive lives for themselves and to move into contributing roles in society.

AP: (Advanced Placement) Courses offering college-level curriculum and examinations to high school students

AVID: (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for "students in the middle".

BHS: Berkeley High School

BTA: Berkeley Technology Academy (continuation school)

Common Core: An education initiative detailing what K-12 students should know at the end of each grade (the Common Core State Standards).

CTE: (Career Technical Education) Education programs which are directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree.

Cultural Competency: Knowledge of infusing culturally responsive practices into their work with students, families and co-workers.

ELD: (English Language Development) Direct instruction for English Learners.

Equity Coaches: Collaborate on implementing the Equity Rubric at school sites, and provide support to teachers in moving the equity work forward at their school site

High School Bridge: Provides year round academic support and case management for 30 targeted students per grade 9-12.

Intervention Coordinator: Ensures that high risk students are provided intensive academic and behavioral support through individual student case management. Guides the work of Student Support Advisors.

Literacy Coach: Provides reading recovery for the lowest performing first graders, small group intervention for 2nd – 5th graders and coaching for teachers in TCRWP.

Middle School Bridge: Provides academic support and case management to identified students

PBIS: (Positive Behavior Intervention System) Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

Restorative Justice: A set of peacemaking practices that build relational trust and provide alternatives to punitive discipline.

RISE: (Responsibility, Integrity, Strength, and Empowerment) Berkeley High School program that provides tutoring and counseling for struggling students

RtI²: Response to Intervention and Instruction. **RtI² Coach:** Guides each school's RtI2 program which includes universal screening, diagnostics, interventions, and progress monitoring of students

SARB: School Attendance Review Board

Family Partnership Coordinator: Help schools to create a welcoming environment for all families and increase involvement of marginalized parents. Provides targeted support to families in need of academic, behavior, and emotion support.

STEM: Science, Technology, Engineering, and Mathematics

Student Support Advisor: Ensures that high risk students are provided intensive academic and behavioral support

Super Science Saturday: Targeted instruction in science, technology and math during out of school time in a supportive and fun setting for high risk students.

Toolbox: Social and emotional learning curriculum that fosters the development of resilience, self-mastery, and empathy in students.

TCRWP: (Teacher's College Reading and Writing Project) English Language Arts curriculum for grades K-5

TSA: Teacher on Special Assignment

Y-Scholars: Supports high school students by improving their academic skills, developing their CLASP character strengths, and assisting them in making informed decisions about higher education.

LCFF and LCAP: Some Key Terms

ADA: Average Daily Attendance – the average number of pupils actually attending classes for at least the minimum school day.

API: Academic Performance Index – a measurement of a school’s academic performance and progress.

BASE RATE: state funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.

BSEP: Berkeley Schools Excellence Program – funds provided by a local (parcel) tax to the Berkeley Schools.

BUSD: Berkeley Unified School District

CATEGORICAL AID: Funds from the state or federal government for specialized programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.

CCSS: Common Core State Standards - an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade.

CSR: Class Size Reduction – California provides funds for lower class sizes K-3; the BSEP measure provides additional funding.

CTE: Career Technical Education

COE: County Office of Education

DDF: District Defined Fund for LCAP Supplemental Programs

DELAC: District English Learner Advisory Committee

DISCRETIONARY: refers to funds with some flexibility in use.

EIA: Economic Impact Aid - State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.

EL: English Learner

ELPAC: English Learner Parent Advisory Committee (LCFF/LCAP)

FTE: Full Time Equivalent Teacher

FREE AND REDUCED LUNCH: In California public schools, a family of four with income at or below \$43,568 qualifies for reduced price meal, and under \$30,615 for free meals. This guideline defines “low-income” (**LI**) for purposes of the LCFF.

LCAP: Local Control and Accountability Plan- a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities

LCFF: Local Control Funding Formula – California’s new school finance model for allocation of state funding to local school districts.

PAC: Parent Advisory Committee (for LCFF/LCAP)

REVENUE LIMIT: Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.

SUBGROUPS: The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.

SUPPLEMENTAL FUNDING: Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate, The count must be “unduplicated”, meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.

WILLIAMS REQUIREMENTS/BASIC SERVICES – California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Asst. Supt., Educational Services
DATE: February 11, 2015
SUBJECT: Out of State Travel and Overnight Field Trips

BACKGROUND INFORMATION

The following overnight field trips are being requested:

Camp Arroyo (YMCA), Livermore, CA, March 11-13, 2015

Approve participation of sixty-nine fourth-grade students, 3 teachers, and 7 other adults from Jefferson Elementary School, on a three-day, two-night field trip to Camp Arroyo in Livermore, CA. The group will depart from Jefferson on Wednesday, March 11, at 10:00 a.m., and return Friday, March 13, at 2:20 p.m. Through a series of hands-on activities, students will increase their understanding of and respect for ecology and the environment. Activities will support the Life and Physical Science curriculum. Students will sleep in gender specific cabins. BUSD will provide transportation. The total cost of \$14,000.00 is being paid by fundraising, grants, PTA and parent donations. No student will be denied access based on inability to pay. Requested by Sonya Martin, Jefferson Principal.

BHS Student Body President's Conference, San Ramon Marriott, May 17 – 1, 2015

Approve participation of six Berkeley High School students and one teacher on a two-day, one-night field trip to the annual Student Body President's Conference at the San Ramon Marriott Hotel. The group will depart BHS on Sunday, May 17, at 9:00 a.m., and return Monday, May 18, at 3:00 p.m. The teacher has submitted a "Notification of Adults Driving Private Vehicles" as required by Resolution 04-65 and will provide transportation for students to and from the event. This conference enables the BHS 2015-16 Student Leadership Team to receive training in organizing leadership plans while working with other student leadership teams from around the state. During the conference students will develop team building skills and learn to identify the needs of all students in order to be effective in their roles as Student Body leaders. Students will sleep in supervised, gender specific rooms at the Marriott Hotel. The total student cost of \$150 will be paid with a private grant and parent donations. No student will be denied access based on inability to pay. Requested by Daniel Nube, Vice Principal, Berkeley High.

POLICY/CODE

Education Code 35330
Board Policy 6153

FISCAL IMPACT

As indicated above.

STAFF RECOMMENDATION

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D. Superintendent
FROM: Pasquale Scuderi, Asst. Supt. Educational Services
DATE: February 11, 2015
SUBJECT: New Course: Hip Hop Studies

BACKGROUND INFORMATION

Berkeley High School is requesting Board approval for a semester-long course entitled *Popular Culture: Hip Hop Studies*. This course is a UCOP-approved “g” elective.

The purpose of this course is to develop a student community appreciative of the hip hop art form as well as to cultivate more conscious consumers of media. This course offers students the opportunity to actively engage in the performance of this art form, while learning its development in relation to other historical events and issues. In more succinct words, Hip Hop Studies is the means to examine interpersonal relationships, race relations, and gender inequality and a wide array of other life experiences.

The curriculum seeks to provide students with the necessary skills and knowledge to create a hip hop performance rooted in the elements of the art form. They will also gain experience producing informative and persuasive writing, as well as poetry and other prose.

As part of this process, students will gain a greater understanding of how the media is influencing them and their decisions. In addition, students will gain knowledge on how to use digital production software to create their own projects.

Students in African American Studies have studied a unit about the cultural implications of hip hop music. This unit has often been assessed with written exams, sacrificing the live performance nature of the art form. It is the intention of this course to allow for the self-expression of students in order to make greater connections to the major themes in the culture. By hosting guest speakers and artists, support will be given throughout the course.

As stated above, the course has been approved for elective “g” credit by UCOP for the course. A complete course description is attached.

POLICY/CODE

Ed Code 51054
Board Policy 6141

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve *Popular Culture: Hip Hop Studies* to be included in the course catalog for the 2015-16 school year

Pop Culture: Focus on Hip Hop Studies

Course Goals and/or Major Student Outcomes

The aims of the Hip Hop Studies course are to enable students to:

1. To explore the historical and cultural context that has produced hip hop culture.
2. To develop definitions of hip hop culture, its aesthetic, and the concept of the hip hop nation.
3. To examine the political debates within and around hip hop culture, including discussions of gender inequality, materialism, hedonism, and the globalization of hip hop.
4. To evaluate the component elements (deejaying, breakdancing, graffiti, rapping, and knowledge of self) as hip hop culture as distinct but related art forms.
5. Create hip hop music using digital production software, such as GarageBand, while displaying an understanding of beats, lyrics, and style.
6. Helps connect teens with modes of self-expression by teaching them to write, produce, and perform elements of hip hop (mc, deejaying, graffiti, breakdancing, knowledge of self) within class and/or the BHS community.

Course Objectives

Students should achieve the aims that will be assessed in the Hip Hop Studies course with the following objectives:

Knowledge and Understanding:

1. Explain the definitions of hip hop culture, its aesthetic, and the historical development of the culture.
2. While listening to hip hop music, identify elements of poetry, production techniques, and the significance of the words used in order to analyze the lyrics, beats, and style of a song.
3. Explain the major periods of hip hop while describing key moments in its development, as well as, the artistic, cultural and political implications of each period.

Application and Interpretation:

1. To challenge oppression in an open and welcoming space for all genders, races, religions, and people.
2. Appreciate well crafted music of all genres with the ability to evaluate the nuances of the beats, lyrics and style with an educated stance.
3. Provide students with the tools to use hip hop music to heal, transform and create positive change.
4. Take risks in expressing and supporting opinions on current as well as historical issues and events.
5. Contribute to the learning of other people inside and outside of class.
6. Take responsibility for working independently and in groups (come to class prepared; hand in work on time; complete any unfinished work within accepted timelines)
7. Cooperate with other students and do a fair share of work in groups.

Context for Course

Hip Hop Studies is a music survey course designed to increase students understanding of the hip hop culture. Topics to be addressed include the social, musical, dance, political, and artistic history of hip hop. Students will participate in writing workshops to develop their artistic voice and will perform their works at a BHS musical function. Basic music production and compositional techniques will be addressed. In the end, students will be able to appreciate the beats, lyrics and style of hip hop music while gaining a greater understanding of the world around them.

Unit Outline

Unit 1: What is Hip Hop?
Unit 2: Art of the MC
Unit 3: Music and Sampling
Unit 4.1: The Art of the DJ/Producer
Unit 4.2: Art of the B-Boy and B-Girl
Unit 4.3: Prepare for Spring Performance
Unit 5.1: Commercialization of Hip-Hop: Materialism
Unit 5.2: Commercialization of Hip-Hop: Violence
Unit 5.3: Commercialization of Hip-Hop: Sexism
Unit 6: Hip-Hop Activism
Review: Final Exam Prep

Texts & Supplemental Instructional Materials

Can't Stop, Won't Stop
by Jeff Chang
Paperback: 560 pages
Publisher: Picador
Language: English
ISBN-10: 0312425791
ISBN-13: 978-0312425791

Supplemental Text

The Hip Hop Wars
by Tricia Rose
Paperback: 320 pages
Publisher: Basic Civitas Books
Language: English
ISBN-10: 0465008976
ISBN-13: 978-0465008971

Minor Assignments

- Freestyling in a cypher at least once per week.
- Scholarly articles to read.
- Beat and lyrical analysis of songs.
- Daily listening to hip hop to gain a broader historical perspective.
- Basic musical vocabulary and theory.

Major Assignments

- Oral presentations
- Original song or poem writing
- Lyric and beat analysis
- Digital software production
- Musical Autobiography reflection
- Critical Responses essays to a given topic
- Spring Performance
- Final Mixtape

Instructional Methods and/or Strategies:

- Student led inquiry and practice
- Teacher led lecture and practice
- Guest speakers
- Online and library research
- Group collaborative projects
- Performance
- Oral history gathering techniques

Assessment Methods and/or Tools

There will be periodic evaluation of the following:

- Quizzes, tests, midterm exam, and final exam
- Research report and final exam presentation
- Performance participation
- Journal entries and creative writing assignments (original verse)

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
SUBJECT: Approval to Advertise to Modernize the Gymnasium at King Middle School

BACKGROUND INFORMATION

On June 11, 2014, the Board approved a project to modernize the Gymnasium at King Middle School. DSA has approved the project.

Staff is required to notify the Board when bids are being solicited. Approving the attached resolution will permit the District to solicit bids for the project.

POLICY/CODE

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

FISCAL IMPACT

Cost to be paid from Measure I Funds.

STAFF RECOMMENDATION

Approve the advertisement to solicit bids for this project.

**BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15-036**

Authorization To Advertise For Bids

132.1401 –Martin Luther King Jr. Middle School Gymnasium Modernization Project

WHEREAS, in the judgment of the Board of Education of the Berkeley Unified School District of Alameda County, it is necessary to secure all labor, engineering, materials, equipment and services required for Martin Luther King Jr. Middle School Modernization Project#132.1401 all in accordance with the plans and specifications prepared by and on file in the Berkeley Unified School District Facilities Planning Office; plans and specifications are hereby approved and adopted.

NOW, THEREFORE, BE IT RESOLVED and determined by the governing board of the District as follows:

- a) The general prevailing rates of wages determined by the Director of the California Department of Industrial Relations, in accordance with Labor Code Section 1770, shall be the general prevailing rates of per diem wages for each craft or type of worker or mechanic needed to execute this contract;
- b) This project will utilize a Project Labor Agreement;

BE IT FURTHER RESOLVED, that the Board authorizes and the Deputy Superintendent and/or Purchasing Agent are hereby authorized to advertise for proposals for the completion of this work in accordance with the law by publishing the Notice to Contractors in a newspaper of general circulation in the District.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 11th day of February, 2015 by the following called vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
SUBJECT: Approval to Advertise to Modernize John Muir Elementary School

BACKGROUND INFORMATION

On June 11, 2014, the Board approved a project to modernize John Muir Elementary School. This project has been submitted to the Division of the State Architect (DSA). The plans are not yet approved for construction, but we hope to have them approved no later than the end of the month. When approval is assured, we will advertise the project for the purpose of soliciting bids.

Staff is required to notify the Board when bids are being solicited. Approving the attached resolution will permit the District to solicit bids for the project.

POLICY/CODE

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

FISCAL IMPACT

Cost to be paid from Measure I Funds.

STAFF RECOMMENDATION

Approve the advertisement to solicit bids for this project.

**BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15-038**

**Authorization To Advertise For Bids
128.1402 – John Muir Elementary School Modernization Project**

WHEREAS, in the judgment of the Board of Education of the Berkeley Unified School District of Alameda County, it is necessary to secure all labor, engineering, materials, equipment and services required for John Muir Elementary School Modernization Project#128.1402 all in accordance with the plans and specifications prepared by and on file in the Berkeley Unified School District Facilities Planning Office; plans and specifications are hereby approved and adopted.

NOW, THEREFORE, BE IT RESOLVED and determined by the governing board of the District as follows:

- a) The general prevailing rates of wages determined by the Director of the California Department of Industrial Relations, in accordance with Labor Code Section 1770, shall be the general prevailing rates of per diem wages for each craft or type of worker or mechanic needed to execute this contract;
- b) This project will utilize a Project Labor Agreement;

BE IT FURTHER RESOLVED, that the Board authorizes and the Deputy Superintendent and/or Purchasing Agent are hereby authorized to advertise for proposals for the completion of this work in accordance with the law by publishing the Notice to Contractors in a newspaper of general circulation in the District.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 11th day of February, 2015 by the following called vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
SUBJECT: Approval to Advertise to Modernize LeConte Elementary School

BACKGROUND INFORMATION

On June 25, 2014, the Board approved a project to modernize the LeConte Elementary School. This project has been submitted to the Division of the State Architect (DSA). The plans are not yet approved for construction, but we hope to have them approved no later than the end of the month. When approval is assured, we will advertise the project for the purpose of soliciting bids.

Staff is required to notify the Board when bids are being solicited. Approving the attached resolution will permit the District to solicit bids for the project.

POLICY/CODE

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

FISCAL IMPACT

Cost to be paid from Measure I Funds.

STAFF RECOMMENDATION

Approve the advertisement to solicit bids for this project.

**BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15-035**

**Authorization To Advertise For Bids
118.1401 – LeConte Elementary School Modernization Project**

WHEREAS, in the judgment of the Board of Education of the Berkeley Unified School District of Alameda County, it is necessary to secure all labor, engineering, materials, equipment and services required for LeConte Elementary School Modernization Project#118.1401 all in accordance with the plans and specifications prepared by and on file in the Berkeley Unified School District Facilities Planning Office; plans and specifications are hereby approved and adopted.

NOW, THEREFORE, BE IT RESOLVED and determined by the governing board of the District as follows:

- a) The general prevailing rates of wages determined by the Director of the California Department of Industrial Relations, in accordance with Labor Code Section 1770, shall be the general prevailing rates of per diem wages for each craft or type of worker or mechanic needed to execute this contract;

- b) This project will utilize a Project Labor Agreement;

BE IT FURTHER RESOLVED, that the Board authorizes and the Deputy Superintendent and/or Purchasing Agent are hereby authorized to advertise for proposals for the completion of this work in accordance with the law by publishing the Notice to Contractors in a newspaper of general circulation in the District.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 11th day of February, 2015 by the following called vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
SUBJECT: Approval to Advertise to Modernize Willard Middle School

BACKGROUND INFORMATION

On June 11, 2014, the Board approved a project to modernize Willard Middle School. This project has been submitted to the Division of the State Architect (DSA). The plans are not yet approved for construction, but we hope to have them approved no later than the end of the month. When approval is assured, we will advertise the project for the purpose of soliciting bids.

The project is under the Project Labor Agreement (PLA) and will include an updated pre-qualification.

POLICY/CODE

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

FISCAL IMPACT

Cost to be paid from Measure I Funds.

STAFF RECOMMENDATION

Approve the advertisement to solicit bids for this project.

**BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15-037**

**Authorization To Advertise For Bids
131.1401 – Willard Middle School Modernization Project**

WHEREAS, in the judgment of the Board of Education of the Berkeley Unified School District of Alameda County, it is necessary to secure all labor, engineering, materials, equipment and services required for Willard Middle School Modernization Project#131.1401 all in accordance with the plans and specifications prepared by and on file in the Berkeley Unified School District Facilities Planning Office; plans and specifications are hereby approved and adopted.

NOW, THEREFORE, BE IT RESOLVED and determined by the governing board of the District as follows:

- a) The general prevailing rates of wages determined by the Director of the California Department of Industrial Relations, in accordance with Labor Code Section 1770, shall be the general prevailing rates of per diem wages for each craft or type of worker or mechanic needed to execute this contract;
- b) This project will require contractor pre-qualification and pursuant to Public Contract Code Section 20111.5, only prequalified bidders will be eligible to submit a bid for this project;
- c) This project will utilize a Project Labor Agreement;

BE IT FURTHER RESOLVED, that the Board authorizes and the Deputy Superintendent and/or Purchasing Agent are hereby authorized to advertise for proposals for the completion of this work in accordance with the law by publishing the Notice to Contractors in a newspaper of general circulation in the District.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 11th day of February, 2015 by the following called vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Javetta Cleveland, Deputy
DATE: February 11, 2015
SUBJECT: Approve an Increased Contract with Infocus Video to provide replacement and minor expansion services to the District's security camera systems.

BACKGROUND INFORMATION

The firm of Infocus Video was approved to provide security camera services for the District on June 11, 2014. In the approval, staff requested authority of \$80,000 based on recent history and staff's estimates of expansion costs. The costs of expanding our systems are higher than staff's original estimates. The District's Staff is requesting additional authority to continue to utilize the services of this firm to repair and expand our systems.

POLICY/CODE

Board Policy 3310.

FISCAL IMPACT

Cost to be paid from Measure H

STAFF RECOMMENDATION

Approve Infocus Video for an increase of \$55,000.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
SUBJECT: Approve a Contract with Van Pelt to Provide Project Management Services to add Portables at Thousand Oaks, LeConte and John Muir Elementary Schools.

BACKGROUND INFORMATION

On January 28, 2015, the Board approved a plan which included adding portables to Thousand Oaks, LeConte and John Muir Elementary Schools. Based on the approved schedule, it is time to hire the project manager.

Van Pelt is one of the District's two project management firms. The alternate firm, Turner Construction, has recently indicated that the size of projects make it difficult for their firm to garner sufficient overhead and profit to properly staff our projects. Staff is recommending that Van Pelt be hired to manage this project.

POLICY/CODE

Board Policy 3310.

FISCAL IMPACT

Cost to be paid from the Measure I Bond Fund.

STAFF RECOMMENDATION

Approve Van Pelt for a contract of \$48,500 to manage the Addition of Portables at Thousand Oaks, LeConte and John Muir Schools.

TO: Donald Evans, Ed.D., Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: February 11, 2015
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT
The following is submitted for approval.

CERTIFICATED EMPLOYEES						
Name	Classification (Temporary, Probationary or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>LEAVES</u>						
Maser, Colette	Temporary	Teacher	1.00	Berkeley High	01/05/15	01/26/15
Nelson, Cody	Probationary	Teacher	1.00	King Middle	01/14/15	06/12/15
<u>RETIREMENTS</u>						
Ahluwalia, Gurjeet	Permanent	Teacher	1.00	King ECE	09/30/15	Hire date: 09/11/00
Dong, Mabel	Permanent	Teacher	1.00	VAPA	07/01/15	Hire date: 08/31/99
Freeburg, Katherine	Permanent	Teacher	1.00	Cragmont	06/12/15	Hire date: 06/20/88
Giustino, Kathleen	Permanent	Teacher	1.00	Cragmont	06/30/15	Hire date: 05/16/89
Hinkley, Cheri	Permanent	Teacher	1.00	Rosa Parks	06/15/15	Hire date: 08/31/99
Prager, Madeline	Permanent	Teacher	1.00	VAPA	06/12/15	Hire date: 12/12/01
Staff, Anna	Permanent	Teacher	1.00	Special Education	06/30/15	Hire date: 09/17/90
<u>SEPARATIONS</u>						
Maser, Colette	Temporary	Teacher	1.00	Berkeley High	01/26/15	
<u>NEW HIRES OR REHIRES</u>						
Bernardt, Matthew	Temporary	Teacher	1.00	King Middle	01/27/15	06/12/15
Caruso, Franco	Temporary	Teacher	1.00	Berkeley High	01/27/15	06/12/15
Douglas, Blake	Temporary	Teacher	1.00	Berkeley High	01/27/15	06/12/15
Paik, Ruth	Temporary	Teacher	Hourly	Adult School	01/27/15	06/12/15
Scarboro, Elizabeth	Temporary	Teacher	0.40	Washington	01/28/15	05/15/15
Scott, Madeline	Temporary	Counselor	1.00	Berkeley High	04/06/15	05/21/15
Trainor, Hillary	Temporary	Teacher	1.00	Washington	01/23/15	06/12/15
Viveros, Nicholas	Temporary	Teacher	Hourly	Adult School	01/26/15	06/12/15
Zakon, Alicia	Temporary	Teacher	0.80	Berkeley High	01/27/15	06/12/15

CERTIFICATED EMPLOYEES

<u>REVISION OF LEAVE</u>	<u>PRIOR REPORT INFORMATION</u>	<u>BOARD REPORT</u>
Luxford, Jessie, Teacher, Berkeley High, .80 Leave from 01/22/15 to 01/31/15	1.0 Leave from 01/06/15 to 06/12/15	01/28/15
Randle, Sherene, Teacher, B-Tech, 1.0 Leave from 09/19/14 to 01/26/15	1.0 Leave from 09/19/14 to 06/12/15	01/14/15

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>SEPARATIONS</u>						
Abdul-Musawwir, Jamal	Permanent	Instructional Technician	0.43	King Middle	01/16/15	
Hudson, Nikitra	Probationary	Supervisor, Risk Management, Worker's Compensation, Benefits	1.00	Risk Management	01/30/15	
Scott, Jacare	Probationary	Instructional Technician, EDP	0.47	LEARNS at Thousand Oaks	01/09/15	
<u>RETIREMENTS</u>						
Landis, Thomas	Permanent	Microcomputer Technician	1.00	Technology	01/19/15	
Melgar, Cecilia	Permanent	Instructional Assistant, ECE	0.80	Franklin ECE	12/19/14	Hire Date: 03/30/81 Hire Date: 09/08/92
<u>LEAVES</u>						
Alfred, Lawrence	Permanent	Custodian I	1.00	Longfellow	12/31/14	01/29/15
Bell, Sharde	Probationary	Instructional Assistant, Special Ed. Attendant	0.80	John Muir	01/21/15	05/27/15
Chambers, Latanja	Permanent	Administrative Assistant	1.00	Human Resources	01/02/15	01/30/15
Clachar, Michelle	Permanent	Instructional Assistant, ECE	0.80	King ECE	12/12/14	12/12/15 Intermittent
Doo, Shelly	Permanent	Instructional Assistant, Special Ed. Attendant	0.80	King Middle	01/06/15	02/12/15
Fonteno, Amber	Permanent	Library Media Technician, Elementary	0.80	Thousand Oaks	01/12/15	01/23/15
Israel, Paula	Permanent	Interpreter for the Deaf	0.80	John Muir	01/05/15	02/23/15
Jones, Alise	Permanent	Instructional Assistant, Special Ed. Attendant	0.80	King Middle	1/7/2015	01/07/16 Intermittent
Robinson, Clinton	Permanent	Custodian II	1.00	Berkeley High	01/13/15	02/02/15
<u>NEW HIRES/REHIRES</u>						
Jones, Stevann	Probationary	Instructional Technician, EDP	0.47	LEARNS at Emerson	01/12/15	*
Reid, Anne	Probationary	School Service Assistant	0.40	Thousand Oaks	01/05/15	*
Sledge, Joy	Probationary	Instructional Assistant, Special Ed. Attendant	0.80	Oxford	01/20/15	*
Wagner, Valerie	Probationary	Instructional Assistant, Special Ed. Attendant	0.80	Oxford	01/09/15	*
<u>NEW ASSIGNMENT</u>						
Ariñez, Erin	Probationary	Personnel Coordinator	1.00	Personnel Commission	02/01/15	**
Fonteno, Amber	Permanent	Library Media Technician, Elementary	0.80 to 0.90		01/01/15	
Lal, Nirmala	Permanent	Food Services Assistant	0.64 to 0.73		01/05/15	

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary,	Position	FTE	Location	Date	Date
<u>LIMITED TERM/PROVISIONAL</u>						
Arechiga, Gabriella	Provisional	Sr. Records Clerk	1.00	Admissions Office	01/20/15	TBD
Foster, Monique	Provisional	Instructional Assistant, ECE	0.50	Jefferson	02/16/15	TBD
Hicks, Erica	Provisional	Instructional Assistant, Special Ed. Attendant	0.80	John Muir	01/21/15	TBD
Johnson-Banks, Annette	Provisional	Driver Trainer/Field Supervisor	1.00	Transportation	01/15/15	TBD
Lockett, Aisha	Provisional	Student Welfare & Attendance Specialist	0.60	Berkeley High	01/15/15	TBD
Saechao, Nai	Provisional	Instructional Technician, EDP	0.47	LEARNS at Thousand Oaks	01/15/15	TBD
Stafford, Erin	Provisional	Administrative Secretary w/o Shorthand	0.80	Transportation	01/05/15	TBD
Westover, Derek	Provisional	Clerical Assistant III	1.00	Special Ed	12/15/14	TBD
*Upon completion of six work months						
** Upon completion of twelve work months						

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
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. Play-Well TEKnologies to provide additional engineering/LEGO classes at Jefferson Elementary School. Staff contracted with Play-Well TEKnologies for \$8,140 and an additional \$4,477 is needed to add more classes for a total of \$12,617. To be paid from PTA Donations. Requested by Navdeep Dosanjh.
2. Kalen Meyer to provide art classes for the Jefferson After School Program. The Board originally approved \$10,328 on August 20, 2014. The additional amount needed is \$5,164 to amend the contract for a total of \$15,492. To be paid from PTA Donations. Requested by Navdeep Dosanjh.
3. Lifelong Medical Care to provide Super Science Saturdays program to Rosa Parks Elementary and Malcom X Elementary School. The cost will not exceed \$31,756.65. To be paid from General Fund. Requested by Pat Saddler
4. Ratification of contract to Myers-Stevens & Toohey to provide student accident insurance for fiscal year 2014-2015. The cost will not exceed \$39,764.90. To be paid from Self Insurance Fund. Requested by Javetta Cleveland.
5. Lifelong Medical Care to provide additional before and after school child care and tutoring for students, mental health counseling, training and family resources for Rosa Parks Elementary School. The Board originally approved \$61,200 on January 14, 2014. The additional amount needed is \$9,000 to amend the contract for a total of \$70,200. To be paid from BSEP School Discretionary Fund and General Fund. Requested by Natasha Beery.

6. Ratification of contract for Lifelong Medical Care to provide After School Kid's Village Program to Rosa Parks for 2014-2015 school year. The cost will not exceed \$169,575. To be paid from After School Education and Safety Fund. Requested by Navdeep Dosanjh.

7. California PASS Program to provide unlimited Cyber High Online exams for Berkeley High School and Btech. The cost will not exceed \$32,700. To be paid from Restricted Lottery Fund. Requested by Pat Saddler.

POLICY/CODE

Public Contract Code: 20111

Board Policy 3310

STAFF RECOMMENDATION

Approve the contracts with Consultants or Independent Contractors as submitted.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
SUBJECT: Acceptance of Gifts/Donations

BACKGROUND INFORMATION

The Board may accept and utilize on behalf of the District gifts of money or property for a purpose deemed to be suited by the Board. The following donations have been presented to the District:

1. Western Growers Foundation donated \$1,500 to create and sustain the school garden for Berkeley Technology Academy.
2. The Cragmont PTA donated \$4,576 to partially fund noon supervision for Cragmont School.
3. Lifetouch National School Studios donated \$1,500.65 for Rosa Parks School, \$863.77 for John Muir School and \$2,448.66 for King Middle School to be utilized as needed for a total donation of \$4,813.08.
4. The Upland Family Foundation donated \$1,100 to be utilized as needed for Rosa Parks School.
5. Pizza Moda, LLC donated \$251.85, Jigar Bar donated \$300 and Townie LLC donated \$421.88 for a total donation amount of \$973.73 through the Dine Out Fundraising event for the Cooking and Gardening Program.
6. Berkeley Public School Fund donated \$1,350 to be utilized as needed for Rosa Parks School.
7. Deborah Moore donated \$50 to be utilized as needed for the Cooking and Gardening Program.
8. Bernard & Alba Witkin Foundation donated \$10,000 for Project Connect for Malcolm X School.
9. Wells Fargo Foundation donated \$1,036.56 through their Educational Matching Gift Program to be utilized as needed for Rosa Parks School.

10. Estella Sisneros donated three Belkin Stands for iPads valued \$653.85 and three iPads wi-fi and three Lightning VGA adapters valued at \$1,408.56 for a total donated amount of \$2,062.41 to be utilized for instructional technology for Le Conte School.

11. Anthony Santangelo donated school supplies valued at \$500 for King Middle School.

BOARD POLICY

BP 3290

FISCAL IMPACT

The District received a total \$27,961.58 in donations.

STAFF RECOMMENDATION

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Burr Guthrie, Principal, Berkeley Adult School
DATE: January 28, 2015
SUBJECT: High School Equivalency Tests

BACKGROUND INFORMATION

Berkeley Adult School offers a WASC Accredited high school diploma and the GED certificate. GED was recently acquired by Pearson Publishing and is solely computer-based with updated rigor meeting college and career standards. Agencies offering the GED are required to maintain strictly monitored computer labs with proprietary software and testing procedures. BAS is a GED/Pearson certified test center.

California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, and 17 years old in some instances, for the purpose of receiving a California High School Equivalency Certificate.

Educational Testing Service (ETS), a highly respected nonprofit assessment organization, has introduced the new ETS HiSET® program, a national high school equivalency testing program. Berkeley Adult School seeks Board approval to offer the HiSET as an alternative to the GED and High School Diploma. Available in both paper- and computer-delivered testing formats, the HiSET program provides an accessible and affordable alternative to the GED® test that will benefit our stakeholders.

POLICY/CODE

Board Policy 6146.1
Ed Code Section 51420-51427

FISCAL IMPACT

Instructional materials & test fees offset by registration and student fees

STAFF RECOMMENDATION:

Approve Berkeley Adult School's request to offer the HiSET high school equivalency test.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: February 11, 2015
SUBJECT: Form J-13A - Request for Allowance of Attendance

BACKGROUND INFORMATION

On Thursday, December 11 2014, all Berkeley Unified schools were closed in anticipation of a heavy storm. The District deducted one day from the days in the reporting period in order to prevent school closure from reducing ADA. The district will submit an allowance of attendance because of emergency conditions on state form J-13A.

The attached affidavit requires signatures of the members of the governing board prior submission to the County Superintendent, the Office of Principal Apportionment and Special Education School Fiscal Services Division.

Attachments:

Completed School Closure Form
Affidavit of Governing Board Members
Affidavit of Country Superintendent of Schools

FISCAL IMPACT

The District will not lose funding as a result of reduction in ADA for the one day that schools were closed due to emergency conditions.

STAFF RECOMMENDATION

Approve affidavit affirming the closure of all Berkeley Unified Schools due to heavy storm across the Bay Area.

SCHOOL CLOSURE

Nature of Emergency (describe):

Schools were closed in anticipation of a heavy storm across the Bay Area.

Name of School(s):

(if request covers all schools, write "all schools")

All Schools.

School Code(s):

District code: 0161143

School Number: 131177, 134924, 6056857, 6090294, 6056865, 6097729, 6090195, 6090211, 6090252, 6105316, 6090278, 6090286, 6090302, 6090187, 6090310, 6090328.

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

Thursday, December 11, 2014

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

AFFIDAVIT OF GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the _____ school district, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Printed Names

Signatures

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title _____

of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

Phone: _____ Fax : _____ E-mail: _____

AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools _____

Date: _____

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title _____

of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

Phone: _____ Fax : _____ E-mail: _____

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Donald Evans, Ed.D., Superintendent
DATE: February 11, 2015
SUBJECT: Resolution No. 15-039 Proclaiming February 2015 as African American History Month

BACKGROUND INFORMATION

The Berkeley Unified School District has a tradition of commemorating Black History Month in February of each year. African Americans have a rich history of outstanding accomplishments in every field of human endeavor from literature and art to science, industry, education, diplomacy, athletics and jurisprudence. It is important that our students learn of the people and events that enrich African American history.

POLICY/CODE

None

FISCAL IMPACT

None

BOARD MEMBER RECOMMENDATION

Approve Resolution No. 15-039 proclaiming February 2015 as African American History Month.

**Berkeley Unified School District
Board of Education**

RESOLUTION NO. 15-039

Proclaiming February 2015 as
National African American History Month

WHEREAS, February has been designated African American History Month by various official bodies; and

WHEREAS, Berkeley Unified School District recognizes and celebrates the contribution of African American historical figures, leaders, teachers, parents, community activists, and has a longtime commitment to integration in our public schools; and

WHEREAS, Berkeley Unified School District again affirms its commitment to appreciating, celebrating and valuing its African American students, and recognizes the importance of acknowledging the history, culture, and struggles of our African American community; and

WHEREAS, in light of recent events in Ferguson and New York, Berkeley Unified School District has demonstrated a commitment to promoting education and community conversations on racial justice, including the recently held forum on Black Lives Matter, and

WHEREAS, the Board of Education encourages discussions, presentations, and projects relating to and enhancing the experience of African American History Month; and

THEREFORE, BE IT RESOLVED on this 11th day of February, 2015, February 2015 be declared African American History Month in the Berkeley Unified School District; and

FURTHER BE IT RESOLVED that copies of this Resolution be distributed to all school sites and given a prominent place on the District's website.

Judy Appel, Director

Karen Hemphill, Clerk

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., and Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: February 11, 2015
SUBJECT: Public Hearing for Initial Proposal for Successor Agreement Between the District and the Berkeley Federation of Teachers (BFT)

BACKGROUND INFORMATION

Collective bargaining is among the most important areas where the Board of Education sets priorities for the organization and gives direction and authority to staff for negotiations. As part of this process, the Governing Board also represents the public's interest in negotiations with employee organizations to ensure student academic and educational needs as well as Board priorities are promoted. The Board is committed to keeping the public informed about issues being negotiated and providing members of the public an opportunity to express their views.

Attached here and presented for public hearing is the District's initial proposal for a successor agreement between the District and the Berkeley Federation of Teachers (BFT). This "Sunshine" of the initial bargaining proposal to the public and an opportunity for the public to comment on the initial proposals is required before collective bargaining can begin.

POLICY/CODE

California Government Code Section 3547
Board Policy 4143.1
Board Policy 4243.1

FISCAL IMPACT

Unknown at this time

STAFF RECOMMENDATION

Conduct public hearing, approve staff's proposal, and direct staff on parameters.

Initial Proposal for a Successor Agreement
from the Berkeley Unified School District to the [Berkeley Federation of Teachers](#)

Our district's approach to negotiations will be guided by our mission, vision, values and beliefs while maintaining fiscal solvency. Our proposals will center on our mission to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. We will uphold our values and beliefs by making students our priority; taking pride in our diversity; holding high expectations for ourselves and our students; treating each other with respect; and acting with integrity.

Our bargaining team looks forward to collaborative, objective, and reality-based negotiations with [BFT](#) as we prepare to meet the important fiscal challenges facing our district.

Our district will present proposals regarding the following:

Article 1: Agreement

The District will propose new contract duration dates.

Article 3: Definitions

Modify, as appropriate, to comply with current law and reflect current District priorities.

Article 8: Transfer

Modify to ensure the needs of students and programs are more effectively and efficiently met.

Article 10: Work Days

Modify to ensure that the needs of students and programs are more effectively and efficiently met.

Article 11: Hours

Modify to ensure that the needs of students and programs are more effectively and efficiently met.

Article 13: Class Size

Modify to ensure equity, student achievement and ongoing fiscal solvency.

Article 14: Teacher Compensation

Negotiate fair and equitable adjustments to total compensation in order to retain and attract the best teachers to our District, consistent with ongoing fiscal responsibility and solvency.

Article 15: Performance Review

Establish a joint committee to work collaboratively to develop and recommend improved procedures for performance review that will enhance professional development and teaching and learning.

Article 19: Peer Assistance Review Program

Establish a joint committee to work collaboratively to develop and recommend improved procedures for an enhanced teacher support system.

Article 24: Expiration of Contract and Reopeners

Propose new duration dates for the agreement and negotiate as appropriate limited reopeners.

Article to Be Determined:

Propose incorporating processes to enhance more timely and effective communication with students and parents about student progress.

Appendices and Memoranda of Understanding

Assess current applicability of existing MOUs and appendices and either: (1) incorporate into the contract with any necessary modifications, (2) delete/abolish, or (3) maintain as appendices.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Pasquale Scuderi, Asst. Supt., Educational Services
DATE: February 11, 2015
SUBJECT: Update on Common Core Math Adoption

BACKGROUND INFORMATION

Beginning in December, a group of teachers, administrators, and district staff members began examining a variety of curriculum options for a forthcoming K-8 adoption.

The group has held multiple working meetings and has combined independent teacher analysis of the curriculum with a collective analysis of select programs using the Instructional Materials Evaluation Toolkit (IMET). The IMET is a rubric and evaluation tool designed by Achieve the Core, a group of educators and researchers who were instrumental in creating the new standards and are not connected to any publisher or producer of common core materials.

Earlier this winter, the group examined an initial set of curriculum options and a subcommittee did the preliminary work of assessing and then eliminating materials that did not meet, address, or appear to be aligned with the basic architecture of the new standards. This initial evaluation criteria also sought evidence of support for the three major shifts in common core mathematics; namely, a narrow and deepened focus on standards, coherent and connected progressions from grade to grade that build on previous learning, and rigor, including a deeper conceptual understanding of mathematics.

Following this preliminary analysis, two different curriculum options remained. The committee, working in teams, have continued analysis of materials through the next steps of the IMET, focusing on alignment criteria including rigor and balance, an authentic connection between the content standards and the practice standards, English learner and other special population supports, and access for all students.

There is an additional tablet-based curriculum option that will also be considered given favorable preliminary reviews; its availability and development timeline made samples difficult to procure for our initial analysis.

The group is likely to conclude their analysis and make their recommendation by March 1.

POLICY/CODE

None.

FISCAL IMPACT

TBD

STAFF RECOMMENDATION

Receive this report.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Asst. Supt. Educational Services
DATE: February 11, 2015
SUBJECT: Berkeley Arts Education Steering Committee (BAESC) Report

BACKGROUND INFORMATION

The Berkeley Arts Education Steering Committee (BAESC) was formed in 1999 by Susie Medak, Managing Director of Berkeley Repertory Theater, BUSD Administrators and teachers, local arts organizations, civic leaders and parents. In 1999, BAESC recommended that the Board adopt the California Visual and Performing Arts Challenge Standards and in 2000, the Vision for a Fully- Articulated Arts Program. Both adoptions were passed by the Board along with the current California VAPA Content Standards in 2001. BAESC has made periodic reports to the Boards, conducted district arts assessments and written grants for statewide arts funding.

BASEC is reporting on the current state of the arts in BUSD, including a district-wide survey of arts offerings in Berkeley Schools K-8 conducted in 2013-14. Several parents and teaching artists will describe the benefits of arts learning for students.

POLICY/CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive for information

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Donald Evans, Ed.D., Superintendent
DATE: February 11, 2015
SUBJECT: Board Policy Priorities

BACKGROUND INFORMATION

Current circumstances have brought specific policies to the forefront of the policy sub-committee. The Policy Sub-Committee is requesting guidance from the Governing Board regarding what specific policies should be the focus for the remainder of the year.

POLICY/CODE

Various Board Policies

FISCAL IMPACT

None

STAFF RECOMMENDATION

Provide the policy sub-committee direction for their work for the remainder of the 2014-15 school year.