

Berkeley Unified School District
Office of the Superintendent
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Berkeley, CA 94704-1180
Phone: (510) 644-6206 Fax: (510) 540-5358

BOARD OF EDUCATION – MEETING AGENDA*
Wednesday, April 28, 2010

Call to Order The Presiding Officer will call the Meeting the Regularly Scheduled Board of Education Meeting to Order at 6:30 pm, recess to Closed Session and convene in Public Session by 7:30 pm

Members Present:

Karen Hemphill, President
Beatriz Leyva-Cutler, Vice President - excused absence
Nancy Riddle, Director
John T. Selawsky Director/Clerk
Shirley Issel, Director
Valeria Gonzalez ** - Student Director – excused absence

Administration:

Superintendent William Huyett, Secretary
Javetta Cleveland, Deputy Superintendent
Neil Smith, Assistant Superintendent of Educational Services
Lisa van Thillo, Assistant Superintendent of Human Resources

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

- a) Conference with Legal Counsel – Existing Litigation/Anticipated
- b) Consideration of Student Expulsions
- c) Collective Bargaining
- d) Public Employee Discipline/Dismissal /Release/Evaluation
Employee Contract
- e) Public Employment /Appointment
- f) Liability Claims
Claim No. 07-60514
- g) Property Acquisition & Disposal

* Board agenda posted on District website: www.berkeley.k12.ca.us

** The Student Director does not attend Closed Session

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

REGULAR MEETING AGENDA

CALL TO ORDER

Report Closed Session actions

Approve Regular Meeting Agenda of April 28, 2010

Recognition

- All Berkeley's Teachers for their dedication and service to our children and our community in honor of Day of the Teacher, May 4, 2010
- Sandra Nakagawa, for establishing The Music Connection, an official UC Berkeley club that currently has over 85 UCB students volunteering at 10 BUSD schools during music classes and/or in the after school programs.

Teaching and Learning

Beginning Teacher Support and Assessment, Sharon Friedman, Coordinator of Professional Development

PUBLIC TESTIMONY

Persons wishing to address the Board should fill out a card located on the table by the door and submit the completed card to the Board Recorder. Speakers will be selected by lottery. The Public Testimony is limited to 30 minutes – 3 minutes per speaker. Speakers with the same concerns are encouraged to select a spokesperson to address the Board.

Union Representatives' Reports

Board Members' Reports

Superintendent's Report

APPROVE CONSENT CALENDAR

CONSENT ITEMS

These items are considered routine and may be enacted by a single motion. Any items needing discussion may be moved to the appropriate section of the agenda upon the request of any member of the Board.

Human Resources

2.1-C Approval of Personnel Report Staff Recommendation: Approve Personnel Report No. 10-08 8

Educational Services

3.1-C Approval of Overnight Field Trips Staff Recommendation: Approve the overnight field trips consistent with District policies and instructional programs 11

Business Services

4.1-C Approval of Contracts and Purchase Orders Staff Recommendation: Authorize the Purchasing Manager and Deputy Superintendent to execute contracts and purchase orders 13

4.2-C Acceptance of Gifts and Donations Staff Recommendation: Accept the donations and gifts to the District and request staff to extend letter of appreciation 16

4.3-C Approval to Add Authorized Vendor to Approved 403(b) List Staff Recommendation: Approve the addition of Midland National to our list of approved 403(b) vendors 18

4.4-C Approval of Agreement for Bond Counsel services for the Berkeley Unified School District Staff Recommendation: Approval of agreement for bond counsel services 19

4.5-C Approval of Parent Reimbursements Staff Recommendation: Approve parent reimbursements that resulted from negotiated settlement 29

Facilities

5.1-C Approval to Award the Bid for the Construction of a Stadium Building at Berkeley High School Staff Recommendation: Approve bid for the construction of a stadium building at Berkeley High School 30

5.2-C Approval of District Wide Hazardous Communication Plan Staff Recommendation: Approve District Wide Hazardous Communication Plan (report under separate cover) 32

ACTION ITEMS

These items are presented for action at this time. They may have been reviewed at a previous meeting.

Human Resources

2.1-A Staff Recommendation: 37
Approval of Classified Layoffs Approve classified layoffs

2.2-A Staff Recommendation: 40
Approval of Agreement between BUSD Approve agreement between BUSD and BFT
and BFT

Educational Services

8:15 pm Staff Recommendation: 45
3.1-A Approve proposal for New Small School:
Approval of Proposal for New Small Berkeley High School Green Academy
School: Berkeley High School Green Academy

3.2-A Staff Recommendation: 69
Approval of New Course at BHS: Approve new course at Berkeley High School:
Introduction to Renewable and Introduction to Renewable and Sustainable
Sustainable Energy Energy

8:30 pm Staff Recommendation: 80
3.3-A Approve the Advisory Course at Berkeley High
Approval of Proposal for BHS Advisory School

Facilities

5.1-A Staff Recommendation: 100
Final Discussion on Proposed Bond Review and approve final proposed Bond
Program Allocations Program Allocations

CONFERENCE ITEM

This item is submitted for advance planning and to assist the Board in establishing future agenda items. The Board may, however, take action.

Human Resources

2.1-CF Staff Recommendation: 106
Student Services Director/Manager Discuss and approve Job Descriptions for
Student Services Director and Manager

INFORMATION ITEMS

These items are intended to keep the Board informed on various District business matters, which do not require action, by the Board.

Human Resources

2.1-1 Personnel Commission Budget Staff Recommendation: Receive for information 111

9:30 pm Open Public Hearing Staff Recommendation: Hold Public Hearing on BFT Negotiations - Furlough Days 113

Educational Services

3.1-1 Report on Professional Development Staff Recommendation: Accept report on Professional Development for information 114

9:00 pm 3.2-1 BHS College Prep Data Report Staff Recommendation: Accept the Berkeley High School College Prep Data Report for information (separate cover) 123

3.3-1 Student National Origin Report Staff Recommendation Accept Student National Origin Report for information 124

3.4-1 Language Census Report Staff Recommendation: Accept Language Census Report for information 126

3.5-1 Williams Case Settlement Quarterly Report Staff Recommendation: Accept Williams Case Settlement Quarterly Report for information 128

Facilities

5.1-1 Facilities Plan Update Staff Recommendation: Receive and accept Facilities Plan 129

ADDITIONAL ACTION ITEM

Approve Minutes of:
April 14, 2010

EXTENDED PUBLIC TESTIMONY
ADJOURNMENT

UPCOMING BOARD MEETINGS

May 5 – special study session	September 15
May 12	September 22
May 26	October 13
June 9	October 27
June 23	November 10
June 30 –tentative	December 8
August 18	

Board of Education Meetings are broadcast live on KPFB/FM 89.3
Berkeley Government Access Channel 33

Guidelines for Speakers

You are invited to participate in Meetings of the Board of Education and make your views known at these meetings.

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM:
Please fill in a REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD) and give it to the Board Secretary. Speakers will be selected by lottery. Your card must be submitted before the Presiding Officer calls for PUBLIC TESTIMONY. You will be called to speak by the Presiding Officer. A Speaker has three minutes in which to make his/her remarks.

Any subject related to the District or its educational programs is welcome at the Board of Education Meetings. However, we respectfully ask that matters pertaining to individual employees of the Berkeley Unified School District be discussed in private. There is an established procedure for making such complaints. You may obtain information about this procedure from a school or from the Superintendent's Office.

MISSION AND GOALS OF THE BERKELEY UNIFIED SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Berkeley Unified School District, a diverse community deeply committed to public education, is to ensure that all students discover and develop their special talents, achieve their educational and career goals, become life long learners, and succeed in a rapidly changing society by:

- empowering students, parents and staff,
- providing a strong standards based curriculum, and
- offering alternative learning experiences in a racially integrated, multilingual environment.

VISION

Berkeley Unified School District creates a system that enables every student, including those with diverse needs, to meet or exceed rigorous standards for academic performance. All students will develop the attitudes, skills and habits of mind needed to succeed in and beyond the classroom. The members of this school community share a vision of educational excellence, an appreciation for the partnerships with local government agencies, community based organizations, businesses, institutions of higher education and will work collaboratively to realize this vision.

PERFORMANCE GOALS

1. Increase the academic achievement of all students through effective instruction and a challenging and engaging curriculum
2. Implement interventions that address barriers to student learning in order to meet the needs of the whole child
3. Establish and maintain the culture and governance necessary to support an environment conducive to learning

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Ed.D. Assistant Superintendent, Human Resources
DATE: April 20, 2010
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT 10-08
 Following is Human Resources Report 10-08 which reports details of personnel assignments, employment, and terminations.

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
<u>REINSTATE</u>							
Dana Malone	Sr. Personnel Assistant	Human Resources	General Fund	42/5	1.0 FTE \$22.64 hr	4/13/10	
<u>PROBATIONARY</u>							
Maryann Lopez	School Bus Driver	Transportation	Transportation	42/1	.80 FTE \$18.35 hr	4/9/10	12/17/10
<u>MEDICAL LEAVE OF ABSENCE WITH PAY</u>							
Linh Ling	Food Service Assistant	Berkeley High	Child Nutrition	26/5	.73 FTE \$15.06 hr	4/23/10	4/30/10
<u>FAMILY MEDICAL LEAVE OF ABSENCE WITH PAY</u>							
Willie Jones	Food Service Satellite Operator	B-Tech	Child Nutrition	31/5	.67 FTE \$17.03 hr	4/9/10	4/17/10
<u>FAMILY MEDICAL LEAVE OF ABSENCE WITHOUT PAY</u>							
Robin Cummings	School Safety Officer	Berkeley High	General Fund	44/5	1.0 FTE \$23.78 hr	4/1/10	5/31/10
<u>EXTENDED SICK LEAVE WITH 50% PAY (FMLA)</u>							
Anthony Brown	Custodian II	John Muir	General Fund	37/5	1.0 FTE \$19.77 hr	4/1/10	4/30/10
Willie Jones	Food Service Satellite Operator	B-Tech	Child Nutrition	31/5	.67 FTE \$17.03 hr	4/18/10	6/18/10
Tara Spears	Instructional Technician	Washington	LRN SAFE	34/2	.67 FTE \$16.01 hr	4/3/10	4/30/10
<u>EXTENDED SICK LEAVE WITH 50% PAY</u>							
Linh Ling	Food Service Assistant	Berkeley High	Child Nutrition	26/5	.73 FTE \$15.06 hr	3/5/10	4/22/10
Cassandra Powell	Administrative Assistant	Special Education	General Fund	50/5	1.0 FTE \$27.61 hr	4/8/10	4/16/10
<u>PROBATIONARY</u>							
Ismail Shareef	Custodian II	Washington	General Fund	37/2	1.0 FTE \$17.03 hr	4/19/10	10/18/10
Terrell Scott	Custodian I	Emerson/John Muir	General Fund	32/1	1.0 FTE \$14.34 hr	4/13/10	10/12/10

PROVISIONAL

Carol Pacheco	Parent Liaison	Cragmont	LRN SAFE	45/1	.13 FTE \$20.00 hr	1/15/10	6/18/10
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SPRING RECESS ASSIGNMENTS

Fundisha Adero	Instructional Assistant (ECE)	Malcolm X	Child Care	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10
Theresa Leader	Instructional Assistant (ECE)	Thousand Oaks	Child Care	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10
William Linskil	Instructional Assistant (ECE)	Washington	Child Care	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10
Margaret Ludwig	Instructional Assistant (ECE)	Jefferson	Child Care	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10
Kathryn Martin	Instructional Assistant (ECE)	Arts Magnet	Child Care	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10
Lorna Rohlfing	Instructional Assistant (ECE)	Hopkins	Calif. State Preschool	29/5	6 hrs/day \$16.40 hr	3/29/10	4/1/10
Eric Rydman	Instructional Assistant (ECE)	Hopkins	Calif. State Preschool	29/5	3 hrs/day \$16.40 hr	3/29/10	4/1/10
Tanisha Singleton	Instructional Assistant (ECE)	LeConte	Child Care	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10
Tiffany Singleton	Instructional Assistant (ECE)	Malcolm X	Child Care	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10
Khaledah Wright	Instructional Assistant (ECE)	Hopkins	Calif. State Preschool	29/5	5 hrs/day \$16.40 hr	3/29/10	4/1/10

AVAILABLE SUBSTITUTES

Jorge Velasco	V&E Mechanic	Transportation	Transporta- tion	50/1	NTE 7.5 hrs/day \$22.38 hr	4/9/10	6/30/10
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TEMPORARY/HOURLY/LIMITED TERM

Lisa Easily	Noon Director	LeConte	BSEP	N/A	70 total hours \$12.54 hr	3/23/10	6/18/10
Guillermina Gonzales	Instructional Assistant	Family & Community Partnerships	BSEP	29/1	15 total hours \$13.48 hr	3/5/10	6/30/10
Ana Herrera	Instructional Assistant	Family & Community Partnerships	BSEP	29/1	15 total hours \$13.48 hr	3/5/10	6/30/10
Monique Jenkins	Student Worker (Workability)	Berkeley High	Workability	N/A	10 hrs/wk \$8.00 hr	2/2/10	5/31/10
Fred Sims	Instructional Specialist (P.E.)	Franklin, Hopkins, King	BSEP	51/1	NTE 13 hrs/wk \$23.22 hr	3/29/10	6/30/10
Angie Won	Noon Director	Rosa Parks	School Safety	N/A	NTE 10 hrs/wk \$12.54 hr	3/1/10	6/18/10

STIPENDS

Brian Bort	Coach (Track & Field)	King	After School	N/A	\$600	4/13/10	5/28/10
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WORKING EVENING SHIFT, DIFFERENTIAL, ATTENDANT DUTIES, OR AS CONFIDENTIAL EMPLOYEE

Ismail Shareef	Custodian II	Washington	General Fund	37/2	5% differential @ 1 hr \$.85 hr	4/19/10	10/18/10
Ismail Shareef	Custodian II	Washington	General Fund	37/2	5% maintenance differential	4/19/10	10/18/10
Terrell Scott	Custodian I	Emerson/ John Muir	General Fund	32/1	7 hrs. @ 5% differential	4/13/10	10/12/10

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BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: Overnight Field Trip Requests

BACKGROUND INFORMATION:

The following overnight field trips requests are being made:

Mosaic Project Camp, Napa, CA, May 3 – 7 and May 10 - 14, 2010.

Approve participation for two groups of thirty (30) fourth grade students, and one (1) teacher from Rosa Parks Elementary School on separate five-day, four-night field trips to the Mosaic Project Camp, which provides a staff of trained adults to work with student groups. The first group will depart Rosa Parks at 8:45 a.m. on Monday, May 3, and return on Friday, May 7 at 3:30 p.m. The second group will depart Rosa Parks at 8:45 a.m. on Monday, May 10, and return on Friday, May 14 at 3:30 p.m. BUSD will provide transportation. This field trip will enable students to learn conflict resolution skills and engage in environmental studies. Students sleep in gender specific cabins on the grounds. Parent contributions, PTA & School Governance funds will pay for the cost of the camp. No student will be denied access based on ability to pay. Requested by Kathy Hatzke, Rosa Parks Principal.

Southwest Region Junior Crew Championships, Rancho Cordova, CA, May 7 – 9, 2010.

Approve participation of seventy-five (75) Berkeley High School students, six (6) teachers and twenty (20) other adults on a three-day, two-night field trip to the Southwest Region Junior Crew Championships at Lake Natoma, Rancho Cordova, CA. The group will depart B.H.S. at 10:00 a.m. on Friday, May 7 and Return at 7:00 p.m. on Sunday, May 9, 2010. BUSD will provide transportation to the event, and parents will transport students home from the event. Hotels will be gender specific, with girls staying at the Hyatt Hotel and boys at the Sacramento Marriott, both in Rancho Cordova. The \$150 student cost is being paid by parent donations. No student will be denied access based on ability to pay. Requested by Amy Frey, B.H.S. Vice Principal.

Marin Headlands, Marin County, CA, May 10 - 13, 2010.

Approve participation of twenty-five (25) fifth grade students, one (1) teacher, and four (4) other adults from Jefferson Elementary on a four-day, three-night field trip to the Kirby Cove Group Campground at the Marin Headlands. The group will depart Jefferson on Monday, May 10, at 1:00 p.m., and return Thursday, May 13, at 2:00 p.m. Students will learn the area's historical significance and study the weather, astronomy and earth science. Students will sleep in gender specific tents. BUSD will provide transportation. The total cost of \$2,000 is being paid through class fundraising and parent donations.

No student will be denied access based on ability to pay. Requested by Maggie Riddle, Jefferson Principal.

Fort Ross State Park, Fort Ross, CA, May 24 – 25 and June 10 - 11, 2010. Approve participation of forty (40) fourth and fifth grade students, two (2) teachers, and thirteen (13) other adults from Thousand Oaks Elementary School for two separate two-day, one-night field trips to the Fort Ross State Park. The first group will depart Thousand Oaks at 7:00 a.m. on Monday, May 24, and return on Tuesday, May 25, 2010 at 5:00 p.m. The second group will depart Thousand Oaks at 7:00 a.m. on Thursday, June 10, and return on Friday, June 11, 2010 at 5:00 p.m. BUSD will provide transportation. Students will participate in the Living History Program designed by the California State Parks Dept. The program allows students to live as the residents of Fort Ross in the early 1800's. Students will sleep in supervised buildings on the Fort Ross grounds in gender specific groupings. The cost of \$40 per student will be paid from parent contributions and a grant from BPEF. No student will be denied access based on ability to pay. Requested by Julianna Sikes, Thousand Oaks Principal.

Wildcat View Campsite, Tilden Regional Park, June 10 – 11, 2010. Approve participation of fifty-eight (58) sixth grade Dual-Immersion students, two (2) teachers, and six (6) other adults from Longfellow Middle School on a two-day, one-night field trip to the Wildcat View Group Campsite at Tilden Regional Park. The group will depart Longfellow at 1:30 p.m. on Thursday, June 10, and return at 4:30 p.m. on Friday, June 11, 2010. BUSD will provide transportation. Students will participate in community building and nature exploration. Students sleep in gender specific tents, with the camp divided into girls and boys "villages". The cost of \$10 per student is being paid by parent donations. No student will be denied access based on ability to pay. Requested by Pat Saddler, Longfellow Principal.

POLICY/CODE:

Education Code, Section 35330
Board Policy 6153

FISCAL IMPACT:

As indicated above.

STAFF RECOMMENDATION:

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

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: April 28, 2010
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. Ratification of contract to Museum of Children's Art (MOCHA), to provide art demonstration lessons and staff development for art teachers. The cost will not exceed \$10,116. To be paid from BSEP Fund 4 and PTA Donations. Requested by Julianna Sikes.
2. Labor Compliance Managers to provide labor compliance for the Berkeley High School Stadium project. The cost will not exceed \$25,000. To be paid from the Bond with possible reimbursement from the Office of Public School Construction. Requested by Lew Jones.
3. Kiwi Distributing, Inc. to provide equipment repair services as needed for the Nutrition Services Department. The cost will not exceed \$10,000. To be paid from the Cafeteria Fund. Requested by Marni Posey.
4. Vallier Design Associates to provide design services for the Rosa Parks and BHS asphalt slurry project. The cost will not exceed \$14,650. To be paid from Measure BB. Requested by Steve Collins.
5. Cupertino Electric to provide infrared inspection services of panels and switchgear for the Maintenance Department. The cost will not exceed \$21,900. To be paid from Measure BB. Requested by Steve Collins.
6. Increase in contract amount, PO 100730, to Nelson & Associates to provide support services in Payroll and Accounts Payable Departments during employees absences. The original purchase order in the amount of \$9,000 was issued on November 4, 2009. The additional amount requested is \$7,167 for a total amount of \$16,167. To be paid from the General Fund. Requested by Pauline Follansbee.

7. Increase in contract, PO 100986, to Lango to provide additional Spanish classes for the after school program at Thousand Oaks School. The Board approved the amount of \$10,100 on March 10, 2010. The additional contract amount will increase the cost by \$3,200 for a total amount of \$13,300. To be paid from After School Parent Paid Fees. Requested by Emily Nathan.
8. Increase in contract amount, PO 100940, to Dr. Will Walker to provide services including facilitating meetings, creating presentations and coaching for the Office of Family and Community Partnerships and local community organizations. The original purchase order in the amount of \$7,000 was issued on October 1, 2009. The additional amount requested is \$5,500 for a total amount of \$12,500. To be paid from BSEP Fund 8. Requested by Neil Smith.
9. Increase in contract, PO 100231, to AZ Bus Sales to provide school bus engine and transmission repairs. The Board approved the amount of \$13,500 on June 24, 2009. The additional contract amount will increase the cost by \$15,000 for a total amount of \$28,500. To be paid from the Home to School Transportation Budget. Requested by Bernadette Cormier.
10. Increase in contract, PO 100232, to Peterson Cat to provide school bus engine and transmission repairs. The Board approved the amount of \$26,000 on June 24, 2009. The additional contract amount will increase the cost by \$8,000 for a total amount of \$34,000. To be paid from the Home to School Transportation Budget. Requested by Bernadette Cormier.
11. Increase in contract, PO 100652, to Best Instrument Repair to provide musical instrument repair. The Board approved the amount of \$12,000 on August 12, 2009. The additional contract amount will increase the cost by \$2,000 for a total amount of \$14,000. To be paid from BSEP Fund 4. Requested by Suzanne McCulloch.
12. Increase in contract, PO 100740, to Bay Area Children First to provide counseling and mental health services at Berkeley Arts Magnet. The Board approved the amount of \$24,600 on March 10, 2010. The additional contract amount will increase the cost by \$2,000 for a total amount of \$26,600. To be paid from Economic Impact Aid. Requested by Kristin Collins.

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: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: April 28, 2010
SUBJECT: Acceptance of Gifts/Donations

BACKGROUND INFORMATION

The Board may accept and utilize on behalf of the District any bequests or gifts of money or property for a purpose deemed to be suited by the Board.

The following donations have been presented to the District:

1. Berkeley Public Education Foundation donated \$2,500 to partially fund the Bay Area Children First program at Oxford Elementary School and \$150 to purchase paper to send letters to families for a total donation of \$2,650 for the Child Development/BEARS program.
2. Wells Fargo Foundation Educational Matching Gift Program donated \$140 to be utilized as needed to Washington School.
3. Erin Barrite donated jazz books and instructional materials valued at \$300 to the Visual and Performing Arts Music Department.
4. Jacqueline Scoggins donated \$70 and the Longfellow Middle School PTA donated \$3,911 for a total donation of \$3,981 to the Longfellow Berkeley LEARNS After school Program.
5. Jeffrey D. Bell and Dorothee Mitrani-Bell donated \$17, Donna M. Duncan \$55, Nicolette Bot \$10, Dreyer's Grand Ice Cream Charitable Foundation \$250, Anonymous Cash donations \$266, Berkeley Association of Realtors Youth Arts & Education Fund \$1,000 to support field trip to Marin Headlands for total donations in the amount of \$1,598 for 5th grade students at Berkeley Arts Magnet School.
6. Berkeley High School Development Group donated \$1,264.20 to reimburse the College/Career Center fund for printing expenses to Berkeley High School.
7. Esfandiar Imani donated \$300 through the PG&E Corporate Campaign for the Community to be utilized as needed to Rosa Parks School.
8. Wells Fargo Foundation Community Partners donated \$300 to be utilized by Teacher Mary Martin at Thousand Oaks School and \$300 to be utilized as needed to Le Conte School for a total donated of \$600.

BOARD POLICY
BP 3290

FISCAL IMPACT

The District received a total of \$10,835 in donations.

STAFF RECOMMENDATION

Accept the donations/gifts to the District and request staff to extend letter of appreciation.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: April 28, 2010
SUBJECT: Approval to add Authorized Vendor to Approved
403(b) list

BACKGROUND INFORMATION

The Berkeley Unified School District Board of Trustees makes available to employees of the Berkeley Unified School District the purchase of tax sheltered annuities and/or shares in a regulated investment company under the provisions of Public Law 87-370, United States Internal Revenue Code Sections 403(b) and/or 403(B) (7) and California Revenue and Taxation Code Section 17512; and Midland National has offered to provide tax sheltered annuities and/or shares in a regulated investment company complying with Federal and State law for eligible employees of the Berkeley Unified School District wishing to have such annuities/shares purchased by the employer.

Approximately 60 current and former BUSD employees have expressed interest in using the new vendor. Staff is requesting approval to add this vendor to allow employees the choice to select this vendor for their tax shelter account. This vendor has agreed to release Berkeley Unified School District Board of Trustees, Berkeley Unified School District, its officers, agents and employees from all claims, suits or actions of every name, kind and description resulting from negligence or claimed negligence of this company.

POLICY/CODE

Sections 403(B) of the Internal Revenue Service Code

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve the addition of Midland National to our list of approved 403(b) vendors and require vendor to sign the appropriate Hold Harmless Agreement.

bBERKELEY UNIFIED SCHOOL DISTRICT

To: William Huyett, Superintendent
From: Javetta Cleveland, Deputy Superintendent
Date: April 28, 2010
Subject: Approval of Contracts Agreement for Bond Counsel Services

BACKGROUND INFORMATION:

Staff is requesting board approval of contractual agreement with Orrick for bond counsel services.

If the District decides to move forward with placing a new facilities bond on the November ballot, the District will need to contract for bond counsel to perform these services. Staff is recommending Orrick, Herrington & Sutcliffe LLP (OHS) which has served as the District's bond counsel for past bonds and has expertise specific to bonds. OHS's services and fees are as follows:

- For legal services and advice in connection with the election and preparation of a bond measure and bond project list, payable upon the issuance of the first series of bonds following the successful election, bond counsel shall be paid a fixed fee of \$12,000,
- If the ballot proposition carries, bond counsel will be paid a fixed fee upon delivery of the bonds of each series in the amount of \$30,000. For any election conducted or any series of bonds issued more than three years after the date of this Agreement, bond counsel shall have the right to seek an adjustment for inflation.
- The parties acknowledge that the District might need consultation of bond counsel from time to time, prior to or following issuance of the bonds, or on matters not directly related to a pending bond issue, including opinions on the permitted use of bond proceeds. Bond counsel shall be available at the request of the District to perform such legal analysis and render such advice in written or oral form, as District shall request. Unless otherwise arranged in writing between the parties, compensation for such advice shall be on the basis of bond counsel's customary hourly rates in effect at the time.

POLICY/CODE:
Board Policy 3310

FISCAL IMPACT:

Not to exceed General Fund budget of \$12,000. Costs for delivery of the bonds of each series in the amount of \$30,000 to be paid with bond funds.

RECOMMENDATION:

Approve the contractual agreements with Orrick, Herrington & Sutcliffe LLP

AGREEMENT FOR BOND COUNSEL SERVICES

This Agreement is entered into as of the date of execution hereof between the Berkeley Unified School District (the "District") and Orrick, Herrington & Sutcliffe LLP ("Bond Counsel"), as follows:

Recitals

A. District proposes to hold a school district general obligation bond election pursuant to the provisions of Proposition 39, on November 2, 2010, or such other date as the Board of Education of the District (the "Board of Education") shall determine, and, if the election is successful, to issue and sell or to request the Board of Supervisors of the County of Alameda (the "County") to issue and sell general obligation bonds (the "Bonds") in the name of the District, in the approximate aggregate principal amount of \$_____, in approximately __ series, over a period of approximately __ years. If the election is unsuccessful, District expects to call subsequent elections as necessary in order to pass a bond measure. District desires to retain the services of bond counsel to assist the District incident to such election or elections, issuance and sale. District has not engaged any other law firm to provide the legal services contemplated by this Agreement.

B. Bond Counsel possesses the necessary professional capabilities and resources to provide the legal services required by District as described in this Agreement.

Agreements

1. Term: This Agreement shall remain in effect until all of the Bonds have been issued, unless sooner terminated in writing as provided herein.

2. Scope of Services.

(a). *Pre-Election Services*. Bond Counsel shall perform the following legal services:

(1) Review of the District's financing priorities with District staff and the District's financing consultant (whether an independent financial advisor or underwriter), and consult with District staff regarding possible legal structures.

(2) Preparation of a timetable setting forth the actions required to be undertaken to accomplish the election, and coordination with County election officials to ensure that the necessary legal requirements are satisfied.

(3) Preparation of the resolution of the Board of Education required to call the election and request consolidation with any other elections to be held on

the same date, including review of and consultation on the ballot measure and project list.

(4) Attendance at such meetings or hearings of the Board of Education and working group meetings or conference calls as District may request, and assistance to District staff in preparation of such explanations or presentations to the Board of Education as they may request regarding the election and proceedings therefor.

(5) Preparation of the resolution of the Board of Supervisors of the County ordering consolidation of the election, if required.

(6) Preparation and/or review of the forms of the tax rate statement and the County Counsel's independent analysis required to be distributed to voters, if required.

(7) Review of the ballot arguments to be prepared by or on behalf of the District, if requested, solely to evaluate whether or not statements summarizing the legal terms of the ballot measure are correct; however, parties recognize that the District is prohibited by law from contracting with Bond Counsel (or any person) to engage in partisan promotion of the ballot measure, and is prohibited by law from paying Bond Counsel (or any person) for such services from bond proceeds or from any public funds.

(8) Consultation with the District and its staff, counsel, and financing consultant, and with the County and its staff, concerning the election proceedings.

(9) Preparation of the notices, affidavits and certificates required by law for the conducting of the election.

(b). *Post-Election Services.* Bond Counsel shall provide the following post-election services with respect to the Bonds of each series:

(1) Consultation with representatives of the District, including District's staff, counsel, financing consultant, and others, with respect to the timing, terms and legal structure of the proposed Bonds.

(2) Preparation of the proceedings for the authorization and issuance of the Bonds, including all necessary resolutions or agreements of the Board of Education and the Board of Supervisors of the County setting forth the terms and conditions of the Bonds and their form, date, denominations, and payment (the "Basic Legal Documents"), and preparation of the proceedings for the sale of the Bonds by competitive sale pursuant to an official notice inviting bids on the Bonds or by negotiated sale pursuant to a bond purchase contract.

(3) *Only if Orrick is engaged as disclosure counsel,* assistance in preparation of the Official Statement or other offering document describing the Bonds and delivery of required opinions thereon, and preparation of the

Continuing Disclosure Agreement; or if disclosure documents are prepared by another party, preparation of summaries of the Basic Legal Documents and Bond Counsel's final legal opinion to be included in the Official Statement or other offering document. *Bond Counsel will not otherwise be responsible for the preparation or content of, or the rendering of any opinions on, the Official Statement or other offering document unless specifically engaged for such purpose.*

(4) If requested, attendance at meetings of the Board of Education of the District and with the District's financing consultant regarding the issuance and sale of the Bonds, and assistance to District staff in preparation of such explanations or presentations to the Board of Education as District staff may request.

(5) Supervision of the legal aspects of the public sale, attendance at the public sale of the Bonds, if requested, and preparation of the resolution or certificate awarding the sale of the Bonds. Preparation of the bond purchase contract, if the bonds are to be sold by negotiation, or review of bond purchase contracts prepared by counsel to the underwriter.

(6) Attendance at and participation in meetings with bond rating agencies and prospective bond bidders, if deemed necessary by the District.

(7) Preparation of the bond certificates, preparation of final closing papers required to effect delivery of the Bonds (including the Tax Certificate), and the organization and conducting of the closing.

(8) Rendering of Bond Counsel's customary final legal opinion on the validity of the Bonds and the tax-exempt status of interest thereon.

(9) Preparation and delivery of transcripts to parties named by the District.

(10) Filing of required reports of the bond transaction on behalf of the District with the California Debt and Investment Advisory Commission and the Internal Revenue Service.

(c). *Excluded Services.* Bond Counsel services are limited to those specifically set forth above. Bond Counsel services do not include representation of District or any other party to the transaction in any litigation or other legal or administrative proceeding involving any of the Bonds or any related matter. Bond Counsel services also do not include any responsibility for compliance with state blue sky, environmental, land use, real estate, or similar laws. Bond Counsel services do not include any financial advice or analysis, or calculation of or negotiation with the County regarding property tax rates. Bond Counsel will not be responsible for the services performed by or acts or omissions of any other participant. Bond Counsel's services hereunder will not extend past the date of issuance of each series of the Bonds and will not, for example, include services related to rebate compliance or continuing disclosure, investment of Bond proceeds, advice to or regarding a citizens' oversight committee, or otherwise related to the

Bonds or the permitted use of Bond proceeds after delivery of the Bonds, for which Bond Counsel may be separately engaged. See paragraph 3(c) hereof.

(d). *Official Statements.* So long as the District's financial advisor (or other party) is engaged to prepare the official statement with respect to any series of Bonds, *Bond Counsel is not engaged with respect to, and will not be responsible for, the preparation or content of any portion of the Official Statement or other offering document describing such Bonds or the rendering of any opinions thereon.* Bond Counsel will neither review the Official Statement or drafts thereof, nor participate in meetings or conference calls during which the Official Statement is reviewed or discussed, nor conduct any due diligence investigation nor review the results of such investigation. Bond Counsel will distribute draft and final Basic Legal Documents, the Continuing Disclosure Agreement, the form of opinion of Bond Counsel, and other legal documents to the party preparing the Official Statement. District will instruct other members of the financing team not to send Official Statement drafts to Bond Counsel. Bond Counsel is and remains available for engagement as "disclosure counsel" to prepare the District's Official Statements under a supplemental agreement.

3. Compensation.

(a). *Election.* For legal services and advice in connection with the election and preparation of a bond measure and bond project list, payable upon the issuance of the first series of Bonds following the successful election, Bond Counsel shall be paid a fixed fee of \$12,000, subject to the assumptions and adjustments in paragraph (e) and to the provisions for termination in Section 7 hereof.

(b). *Bond Issuance.* If the ballot proposition carries, Bond Counsel will be paid a fixed fee upon delivery of the Bonds of each series in the amount of \$30,000, subject to the assumptions and adjustments in paragraph (e) and to the provisions for termination in Section 7 hereof. For any election conducted or any series of Bonds issued more than three years after the date of this Agreement, Bond Counsel shall have the right to seek an adjustment for inflation.

(c). *Additional Legal Advice and Services.* The parties acknowledge that District might need consultation of Bond Counsel from time to time, prior to or following issuance of the Bonds, or on matters not directly related to a pending bond issue, including opinions on the permitted use of bond proceeds. Bond Counsel shall be available at the request of the District to perform such legal analysis and render such advice in written or oral form, as District shall request. Unless otherwise arranged in writing between the parties, compensation for such advice shall be on the basis of Bond Counsel's customary hourly rates in effect at the time, noncontingent, and shall be billed and payable monthly, and may be paid from bond proceeds upon the issuance of the following series of Bonds hereunder, to the extent such work is determined to be an authorized expenditure of bond proceeds.

(d). *Other Services.* Orrick subsidiary BondLogistix is available to provide rebate compliance, continuing disclosure, and/or investment services pursuant to separate agreement, and shall not be deemed engaged to provide any such services by this Agreement.

(e). *Assumptions and Adjustments.*

Bond Counsel is able to deliver its services at the fee quoted in this section by working as efficiently as possible. The parties understand that significant departure from the structure or schedule described, or significant change in the legal structure after drafting of the Basic Legal Documents has commenced, if such is requested by the District or by or on the advice of the District's financing consultant, is expected to occasion substantial additional time and effort on the part of Bond Counsel, and shall entitle Bond Counsel to an adjustment to the fee. Because specific features of each bond issue cannot yet be known, certain assumptions have been made for purposes of this Agreement.

The quoted fixed fee includes all work necessary for a standard, relatively straightforward, competitively sold general obligation bond transaction. It is not expected that Bond Counsel will be asked to prepare, review or deliver bond purchase contracts, supplemental opinions of Bond Counsel to underwriters and others; reliance letters to paying agents or bond insurers or others; agreements for paying agent services; agreements providing for investment of bond proceeds; additional resolutions beyond the Basic Legal Documents; or other agreements or documents not generally required of Bond Counsel in similar competitively sold bond transactions.

It is also assumed that the transaction will not have an extraordinary amount of problems or issues, that Bond Counsel will be required to attend no more than the usual number of meetings and conference calls (generally, one board meeting at which an election is called, one board meeting at which bond documents are adopted, and up to two planning sessions or conference calls to determine bond structure and advise District staff regarding ongoing compliance requirements), and that Bond Counsel will not be required to generate an unusual number of drafts of the resolutions and other legal documents. Initial draft legal documents will not be required of Bond Counsel fewer than 7 days following notice that such documents are requested, and delivery of any series of the Bonds ("Closing") will occur no earlier than 14 days following the sale of said Bonds, with adjustments in the event any legal holidays occur during such periods.

The following particular situations are not specifically contemplated at this time; therefore, the parties hereby agree that Bond Counsel shall be entitled to seek an adjustment to the fee if Bond Counsel is requested to (i) participate in meetings with bond rating agencies and prospective bond bidders outside California; or (ii) prepare proceedings in connection with bond anticipation notes, variable interest rate bonds, or capital appreciation bonds, hybrid interest-mode bonds, tax-credit or tax-subsidy bonds, or any derivative products; or (iii) prepare, amend or revise documents as may be required to describe credit enhancement, or as may be required by the provider of credit enhancement, whether through bond insurance, letter of credit or otherwise; or (iv) prepare proceedings for prepayment of any lease obligations from bond proceeds; or (v) prepare proceedings for private or negotiated sale of the bonds; or (vi) prepare proceedings to qualify any of the projects to be financed by the Bonds for reimbursement from the State of California under any State financing program or requesting reduction of state-assessed *ad valorem* taxes.

District agrees that any additional fee for services described in the above paragraphs or other additional services will be charged at the hourly rates of the attorneys and paralegals assigned, unless otherwise agreed upon between the District and Bond Counsel following notice to Bond Counsel by the District or the District's financing consultant that such work is desirable. Hourly rates are adjusted annually, and Bond Counsel agrees to provide such rates upon request.

4. Reimbursement. In addition to the compensation provided for above, District will reimburse Bond Counsel for costs and expenses (direct and indirect) incurred in connection with the services, including (without limitation) filing and publication, document reproduction and delivery, travel, long distance telephone, fax, word processing, computer research, secretarial overtime and other similar expenses. Any filing, publication, printing or data costs required in connection with the Bonds shall be paid directly by District, but if paid by Bond Counsel on behalf of District, shall be reimbursed to Bond Counsel on request, notwithstanding any other provision of this Agreement.

Bond Counsel will provide copies of transcripts in the number and format as the District shall request, provided that all costs of reproduction, assembly, binding and CD-ROM burn-in shall be charged to the District, unless the District instructs that other parties are to bear their own costs. In the event a bond election is called, and the ballot proposition fails to win approval, reimbursement for expenses shall be postponed until bonds are approved and issued.

5. Payment. Unless otherwise noted, or unless this Agreement is terminated by the District, fees and expenses shall be payable by District upon issuance of the Bonds, and payment shall be entirely contingent upon issuance of the Bonds. See "Termination of Agreement and Legal Services" below. Although payment is contingent on the issuance of the Bonds, in the event the election does not succeed, Bond Counsel shall be compensated for time and expenses incurred in any such unsuccessful effort upon the issuance of the first series of bonds following a successful election. Parties acknowledge and agree that in certain circumstances, payment may be made by the underwriter of the Bonds from gross proceeds of the Bonds, as provided in the bond sale document.

6. Refunding Bonds. This Agreement shall also govern the issuance of any bonds issued by the District to refund any of the Bonds, at such time or times as the District determines that such a refunding is in the best interests of the District. Fees for such refunding bond issue, and for any disclosure counsel services in connection therewith, shall be determined by the parties at the time the determination is made to proceed with the refunding bond issue, in light of the circumstances and timing of such issue.

7. Termination of Agreement and Legal Services. This Agreement and all legal services to be rendered under it may be terminated at any time by written notice from either party, with or without cause, and shall be deemed terminated by a course of action inconsistent with a continuing engagement, such as engagement of another bond counsel to provide similar services. In that event, all finished and unfinished documents prepared for adoption or execution by District, shall, at the option of District, become its property and shall be delivered to it or to any party it may designate; provided that Bond Counsel shall have no liability whatsoever for any subsequent use of such documents. In the event of termination by District, Bond Counsel

shall be paid for all satisfactory work performed and not previously compensated hereunder, at the customary hourly rates of the attorneys and paralegals who have provided services, and reimbursed for all actual expenses (whether or not bonds are issued), unless the termination is made for cause, in which event compensation, if any, shall be adjusted in the light of the particular facts and circumstances involved in the termination. Upon termination, Bond Counsel shall have no future duty of any kind to the District with respect to the Bonds. If not sooner terminated as aforesaid, this Agreement and all legal services to be rendered under it shall terminate upon issuance of the final series of authorized Bonds; provided that the District shall remain liable for any compensation or reimbursement due under Section 3, 4, 5 or 6 hereof.

8. Nature of Engagement; Relationships With Other Parties.

Bond Counsel and District acknowledge that District has District Counsel to render day-to-day and ongoing general counsel legal services. Bond Counsel shall circulate documents to and coordinate its services with District Counsel to the extent requested by District or District Counsel. Bond Counsel shall be entitled to assume that District Counsel has reviewed all documents and matters submitted to the Board of Education for adoption or approval or to officers of District for execution prior to such adoption, approval or execution. In rendering opinions and performing legal services under this Agreement, Bond Counsel shall be entitled to rely on the accuracy and completeness of information provided and certifications made by, and opinions provided by counsel to, District and other parties, without independent investigation or verification. Bond Counsel will be entitled to rely on direction given by any authorized officer of the District. From time to time, the District's financing consultant may direct Bond Counsel with respect to terms of the Bonds to appear in draft legal documents, bond structure, financing schedules, and other matters related to the Bonds. Bond Counsel will be entitled to rely on such instructions given to Bond Counsel by the District's financing consultant without confirming each such instruction with District staff, and, unless otherwise informed, to assume such instruction is given at the direction of District staff.

The role of bond counsel, generally, is to prepare or review the procedures for issuance of the bonds, notes or other evidence of indebtedness and to provide an expert legal opinion with respect to the validity thereof and other subjects addressed by the opinion. Consistent with the historical origin and unique role of bond counsel, and reliance thereon by the public finance market, Bond Counsel's role as counsel under this Agreement is to provide an opinion and related legal services that represent an objective judgment on the matters addressed rather than the partisan position of an advocate.

In performing its services as counsel in connection with the Bonds, Bond Counsel will act as special counsel to District with respect to issuance of the Bonds; i.e., Bond Counsel will assist District Counsel in representing District but only with respect to validity of the Bonds and the issuance resolutions and tax status of interest on the Bonds, and in a manner not inconsistent with the general role of Bond Counsel described in this section.

Bond Counsel's function and responsibility under this Agreement with respect to each series of Bonds terminates upon issuance of each such series of the Bonds (unless terminated sooner as provided herein). Bond Counsel's services as special bond counsel are limited to those contracted for explicitly in this Agreement. Any engagement of Bond Counsel

with respect to rebate compliance, post-issuance disclosure or any other matter after issuance of any series of the Bonds shall be separate and distinct from its engagement as special counsel through issuance of said series of Bonds. However, unless otherwise provided, any such post-issuance engagement with respect to said Bonds shall continue on the same basis set forth in this section.

District acknowledges that Bond Counsel regularly performs legal services for many private and public entities in connection with a wide variety of matters. For example, Bond Counsel has represented, is representing or may in the future represent other public entities (e.g., the County of Alameda; the City of Berkeley), underwriters, trustees, rating agencies, insurers, credit enhancement providers, lenders, contractors, suppliers, financial and other consultants/advisors, accountants, investment providers/brokers, providers/brokers of derivative products and others who may have a role or interest in the Bond financing or that may be involved with or adverse to District in this or some other matter. Bond Counsel agrees not to represent any such entity in connection with the Bond financing, during the term of this Agreement, without the consent of District. Given the special, limited role of bond counsel described above, District acknowledges that no conflict of interest exists or would exist, and waives any conflict of interest that might appear actually or potentially to exist, now or in the future, by virtue of this Agreement or any such other attorney-client relationship that Bond Counsel may have had, have or enter into, and District specifically consents to any and all such relationships.

9. Limitation of Rights to Parties; Successor and Assigns. Nothing in this Agreement or in any of the documents contemplated hereby, expressed or implied, is intended or shall be construed to give any person other than District and Bond Counsel any legal or equitable right or claim under or in respect of this Agreement, and this Agreement shall inure to the sole and exclusive benefit of District and Bond Counsel.

Bond Counsel may not assign its obligations under this Agreement without written consent of District except to a successor partnership or corporation to which all or substantially all of the assets and operations of Bond Counsel are transferred. District may assign its rights and obligations under this Agreement to (but only to) any other public entity that issues the Bonds (if not the District). District shall not otherwise assign its rights and obligations under this Agreement without written consent of Bond Counsel. All references to Bond Counsel and District in this Agreement shall be deemed to refer to any such successor of Bond Counsel and to any such assignee of District and shall bind and inure to the benefit of such successor and assignee whether so expressed or not.

10. Notices. Any and all notices pertaining to this Agreement shall be given in writing, including by email, fax, or sent by secure overnight delivery or by U.S. Postal Service, first class, postage prepaid, to Bond Counsel at 405 Howard Street, San Francisco, CA 94105-2669, Attention: John M. Hartenstein, Esq., and to District at 2134 Martin Luther King Jr. Way, Berkeley, CA, 94704, Attn: Javetta Cleveland, Deputy Superintendent and Chief Financial Officer.

11. Counterparts. This Agreement may be executed in any number of counterparts and each counterpart shall for all purposes be deemed to be an original, and all such counterparts shall together constitute but one and the same Agreement.

District and Bond Counsel have executed this Agreement by their duly authorized representatives as of the date given below.

Dated: _____, 2010.

BERKELEY UNIFIED SCHOOL DISTRICT

By _____
Title _____
District's Employer I.D. #

ORRICK, HERRINGTON & SUTCLIFFE LLP

By _____
Partner

BERKELEY UNIFIED SCHOOL DISTRICT

To: William Huyett, Superintendent
From: A. Kay Altizer, Executive Director, Special Education
Date: April 28, 2010
Subject: Board Approval for Parent Reimbursement Involving Special Education Students

BACKGROUND INFORMATION:

Pursuant to mediated settlement agreements, staff is requesting approval for reimbursement in three separate matters. The District is required to provide services that in some cases are available only in settings outside of the district. Such decisions are the result of the IEP team decision.

Case #1 involves a student receiving specialized academic instruction at Berkwood Hedge. Staff requests reimbursement to the parent for the 2009-2010 School Year in the amount of \$30,000. This student has been continuously enrolled in this program due to the unique nature of his disability.

Case #2 involves a student's placement at Tilden Academy commencing in the 2008-2009 school year. Per the mediated settlement in 2008, the agreement extends through the end of the 2009-10 School Year. The cost of specialized instruction is split between the District and parent. Staff is requesting an increase to the original purchase order to cover reimbursement through June 30, 2010, in the amount of \$9,000. The original amount was \$15,000 for a total of \$24,000.

Case #3 concerns a mediated settlement for a student enrolled at a non public school. The settlement was reached before advancing to Due Process, with the District agreeing to reimburse parents for counseling and legal services for school year 2009-2010. Staff is requesting an amount not to exceed \$12,000.

POLICY/CODE:

Individuals with Disabilities Education Act (IDEA)
Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004)
California Civil Code 1542

FISCAL IMPACT: Not to exceed \$51,000 from Special Education budget.

STAFF RECOMMENDATION:

Approve the referenced reimbursements in the amounts shown above.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: April 28, 2010
SUBJECT: Approve a Contract With Jeff Luchetti Construction, Inc. to Build the Berkeley High School Stadium Project

BACKGROUND INFORMATION

On December 9, 2009, the Board approved the advertisement of a project to build the Berkeley High School stadium. This project is the first of three phases to complete the South of Bancroft Masterplan at Berkeley High School. The apparent low bidder submitted a letter stating that he made an error in compiling his bid. Per Public Contract Code, sections 5100 – 5110, the awarding authority cannot relieve a bidder from his bid unless the authority prepares a report which documents the existence of each element contained in Section 5103. That report must be available for inspection as a public record.

BUSD staff has prepared such a report. It establishes that:

1. A mistake was made;
2. Written notice was provided within five working days;
3. The mistake made the bid materially different than was intended; and,
4. The mistake was made in filling out the bid and not due to an error in judgment or carelessness or reading the plans and specification.

The contractor did not include the price for one large subcontractor which materially affected his price. The contractor complied with all other requirements of Section 5103. The report is available in the Public Information office, the Facilities Department and the Purchasing Office.

Staff is recommending that the contractor be relieved of his bid and that the bid be awarded to the next lowest bidder.

The lowest responsible bidder is approximately \$2,700,000 below budget. The overall bidding market is very favorable.

POLICY/CODE

Public Contract Code 20110 – 20118 and 5100-5110

FISCAL IMPACT

Cost to be paid from the Bond with possible partial reimbursement from the Office of Public School Construction.

STAFF RECOMMENDATION

Approve Jeff Luchetti Construction, Inc. to build the Berkeley High School stadium project in the amount of \$6,996,000.

BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 10-41

Authorization to Award Contract for
Berkeley High School Stadium Project 805.0801

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Berkeley High School Stadium Project #805.0801. Bids were opened on April 14, 2010 at 2:00pm and the following 13 bids were received and deemed responsive and responsible:

CONTRACTOR	BASE BID
Jeff Luchetti Construction, Inc., Santa Rosa	\$6,996,000
Zovich and Sans, Inc. dba Zovich Construction, Hayward	\$6,999,000
D.L. Falk Construction, Inc., Hayward	\$7,179,000
Arntz Builders, Inc., Novato	\$7,342,000
Alten Construction, Inc., Richmond	\$7,344,000
Sausal Corporation, San Leandro	\$7,378,300
Fine Line Construction, San Francisco	\$7,425,000
Angotti & Reilly, Inc., San Francisco	\$7,581,480
Di Giorgio Contracting Co., Novato	\$7,750,000
BRCO Constructors, Inc., Loomis	\$7,798,000
Roebbelen Contracting, Inc., El Dorado Hills	\$7,833,000
Biltwell Development Co., San Francisco	\$9,250,000
CDX Builders, Inc., San Francisco	\$10,485,800

WHEREAS, Jeff Luchetti Construction, Inc is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 805.0801 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Jeff Luchetti Construction, Inc., for the Base Bid in the amount of \$6,996,000 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 28th day of April, 2010.

AYES:

NOES:

ABSENT:

ABSTAIN:

John T. Selawsky
Clerk, Board of Education
Berkeley Unified School District

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: April 28, 2010
SUBJECT: Approve the Hazardous Communication Plan

BACKGROUND INFORMATION

Berkeley Unified School District is required to maintain an up- to-date Hazardous Communication Plan. It is best practice that the Plan be presented to the Board for approval. We cannot document that our last plan, completed in 2003, was ever presented to the Board for approval. An updated plan is being sent under a separate cover and is also available for public review at the facility office and in the Public Information Office. We have attached the first few pages from that Plan to this Board document.

The facilities staff has begun working with the Risk Manager and the Director of Classified Personnel to begin the required trainings. The Risk Manager has identified an on-line training program which can be supplemented by a video. The District will work to capture the people who have not yet been trained or where there is no documentation that training has occurred. We have set a goal to have all non-school site personnel trained by the end of the school year, with the school sites to be trained no later than October 2010, with an early completion goal of September.

The Director of Classified Personnel has initiated a plan to have new employees be aware of the presence of hazardous chemicals as a part of the hiring process. We have begun to discuss ways to ensure that the trainings occur every three years as required.

POLICY/CODE

OSHA Act Regulation 29 CFR 1910.1200.

FISCAL IMPACT

Minor costs for training materials.

STAFF RECOMMENDATION

Approve a revised Hazardous Communication Plan.

I. Policy

Berkeley Unified School District will maintain an effective "Hazardous Communications Program" in accordance with the current federal Occupational Health and Safety Act Regulation 29 CFR 1910.1200.

II. Purpose

The above noted regulation set forth "to ensure that the hazardous chemicals produced or imported by chemical manufacturers or importers are evaluated, and that information concerning their hazards is transmitted to affected employers and employees. The transmittal of information is to be accomplished by means of a comprehensive hazard communication program, which is to include container labeling and other forms of warning, material safety data sheets and personnel training."

This program as well as the regulation above is to ensure that Berkeley Unified School District provides knowledge, warning, protection and training to employees who may be exposed to hazardous chemicals and other materials in their work environment.

III. Responsibility

A site Administrator is designated as having the responsibility for the administration of the Berkeley Unified School District Hazardous Communication Program and will act as the general Haz/Com Site Program Coordinator for Berkeley Unified School District.

The "Hazard Communications Program" will consist of five basic components:

1. Inventory and audit of hazardous chemicals and materials.
2. Labels and labeling of hazardous chemicals and materials containers.
3. Material safety data sheets (MSDS) maintenance, distribution, availability and locations.
4. Personnel training and information, general and specific.
5. A written "Hazard Communication Program" as herewith prescribed.

A master copy of the written "Hazardous Communication Program" for Berkeley Unified School District, with its associated inventory list, records, materials, etc., will be maintained and located at the Facilities Department. Copies will be available for review by personnel and the public, along with MSDS and chemical listings at each school site.

IV. Application.

All personnel who will be working with the Berkeley Unified School District, and

this includes interns and volunteers will be given literature on safety procedures. Newly hired employees must complete the Haz/Com training within two weeks of completing probation and every three years thereafter.

V. Inventory, audit

An initial inventory of all chemicals and materials will be made of all work areas and facilities. An annual audit using a printed version of the Hazardous Materials Inventory will be conducted thereafter. All hazardous chemicals and materials will be identified and listed. A copy of the listing for each work area will be kept with the MSDS's for that area and all the lists compiled to make a master list that will be kept in the Facilities Department office.

The Hazardous Materials Inventory listing will note at least the following information:

- Name of chemical or product.
- Product number if available.
- Building where material is located,
- Location within the building where material is located.
- Manufacturer of product.
- Typical quantity of the chemical or material on hand
- If there is an MSDS available for this product
- Date of MSDS.
- Person responsible for the material or product.
- Expiration date of material if any.
- Date material opened or received.

It will be the responsibility of the School District purchasing the material to provide the building and school site Administrator with MSDS information for the chemical or material that was purchased and that Administrator will also be responsible to inform the Plant Operations department with the location of where the material will be stored. The Plant Operations manager for the Berkeley Unified School District will ensure that the inventory lists are updated as well as having the MSDS sheets distributed.

VI. Material Safety Data Sheet (MSDS)

An MSDS will be provided on all required chemicals and materials used within the Berkeley Unified School District, MSDSs as well as the inventory of chemicals and materials used in a specific work area for a specific work assignment will be available to personnel during their work period.

A copy of all MSDS sheets will be kept inside the main office at each site. The original inventory listing and audits will be used to ascertain that there is an MSDS as may be required for each chemical or material item and that all containers are properly labeled and stored.

In the event an MSDS is not available or should a new chemical or material be introduced for use without a required MSDS, the HazCom Site Program Coordinator should be notified immediately to have the matter corrected.

VII. Labels and Labeling

All hazardous chemical or materials on hand or received must have a label that will specify at least:

1. The chemical name.
2. NFPA Hazard Rating (Appendix A).
3. Any specific warning or other hazard information.

A hazardous chemical or material label will not be removed from its container, nor will such a label be defaced.

Should it become necessary for a label to either be introduced or replaced on a hazardous chemical or material container, such a label will display the identification and hazard information noted above.

All containers of hazardous chemicals or materials will be received, and the label assured to be affixed on each and all containers by staff.

It will be the responsibility of the individual handling any hazardous materials to ensure that all secondary containers are properly labeled with a duplicate of the manufacturer's label or a label containing information as noted above.

VIII. Information and Training

All personnel will be informed of the "Hazard Communication Program"/"Right to Know Law" at time of initial assignment or shortly thereafter.

As applicable, personnel will receive Hazardous Communications training, within the Berkeley Unified School District, Schools Sites and Departments policy on Hazard Communication and/or received specific training relative to hazardous chemicals or materials that they will be handling in their work place (see Appendix E).

General program information and training will be accomplished by lecture, photo slides, on-line training, movie, video, literature, or combination of the above, and will cover the contents of this program to include a review of the following:

- Berkeley Unified School District , Schools Sites and Departments (Employer) policy statement (See part I)
- The basic definition of the regulation (see Part II)
- Statements of responsibility, both program and personnel (see Part III)

- Information relating to labels, generally those used by the Berkeley Unified School District, Schools Sites and Departments (see Part VI and information in appendices).
- Description of MSDS and how to read all section (Appendix C)
- Location and availability of the written hazard communication program, MSDS, master and locations, and chemical listing (see Part V).
- Definition of hazardous chemicals or materials (see Appendix D & E).
- Steps that Berkeley Unified School District personnel can take to lessen or prevent exposure to hazardous chemicals or materials, i.e., knowledge of chemicals, storage, posting, personal protection equipment, chemical loads, warnings, eye wash and safety showers, training, etc.
- Methods and observation techniques used to determine the presence of release of hazardous chemicals or materials in a work area, i.e., flame or fire, smell or odor, fumes, etching, color, irritation, etc.
- The emergency procedure to take in the event there is exposure to a hazardous chemical.
- Notice of hazardous chemicals or materials in an individual's work area.

IX. Non Routine work or tasks

Periodically, personnel may be required to perform non-routine work or tasks requiring the use of hazardous chemicals, materials or work in associated hazardous locations. The HazCom Site Program Coordinator for the Berkeley Unified School District will be informed about and prior to starting the project.

The HazCom Site Program Coordinator will complete (or arrange) a hazard analysis of the task and ensure that each affected individual is give information about the chemicals, materials or exposure of such activity. Such information shall include:

- Specific hazards that may be associated with the chemical or material.
- Protective and other safety measures to be taken.
- Measures the center is taking to lessen or prevent hazards, i.e., ventilation, respirators, storage, safety watch personnel, postings and barriers, fire extinguishers, other personal protective equipment, etc.
- Review of the chemical or material, MSDS or other technical information applicable to the work.
- Review emergency procedures to be taken.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Assistant Superintendent – Human Resources
DATE: April 28, 2010
SUBJECT: Resolution No. 10-40 for Reduction or Elimination of Specified Classified Positions

BACKGROUND INFORMATION

Due to reductions in revenues in general, categorical and restricted funds and the tenuous and precarious nature of school district financing and State funding, a number of classified positions in the District will be reduced in hours or potentially eliminated because of funding. We regret the hardship this notification process places on employees and the uncertainty of their future employment status. It is our expectation that many of the attached positions may return at a future date, although some will be restored at a reduced FTE, and some positions will be eliminated due to loss of funds. The affected employees will be notified about the lay-off process and their employment rights.

In light of Education Code requirements, it is necessary for the Governing Board to set forth and act on these reductions of classified positions so that each employee affected can be timely notified as prescribed by law and the collective bargaining agreement. Because of the shifting of and limitations in funding sources as well as the increase in personnel costs without monies to cover those costs, these positions are being eliminated or reduced.

POLICY/CODE

Education Code Section 45117 states that classified employees may be laid off due to lack of funds or lack of work.

FISCAL IMPACT

Reduction in employee costs.

STAFF RECOMMENDATION

Approve Resolution No. 10-40

BOARD OF EDUCATION OF THE
 BERKELEY UNIFIED SCHOOL DISTRICT
 COUNTY OF ALAMEDA, STATE OF CALIFORNIA

))
 In the Matter of the Reduction of)) RESOLUTION NO. 10-40
 Positions in the Classified Service)
 _____ RESOLUTION TO LAY OFF
 CLASSIFIED EMPLOYEES

WHEREAS, due to lack of work and/or lack of funds in the Berkeley Unified School District, the Board of Education hereby finds it necessary and in the best interest of the District to eliminate the full-time equivalent (FTE) of the classified services as specified below:

POSITION	SITE	FTE
Accounting Technician	Business Services	1.00
Clerical Assistant III	Various School Sites	2.30
Clerical Specialist	Human Resources	1.00
Delivery Driver	Purchasing	0.50
Instructional Assistant	Various School Sites	0.68
Instructional Assistant – Bilingual	Thousand Oaks	0.10
Instructional Specialist – Athletics	Various School Sites	1.24
Instructional Specialist – Garden	Cragmont	0.37
Instructional Specialist – Math	King Middle School	0.53
Instructional Specialist – PE	Various School Sites	1.24
Instructional Specialist – Percussion	Berkeley Arts Magnet	0.19
Instructional Specialist – Vocal Music	Rosa Parks	0.20

Instructional Technician – Computers	Berkeley Adult School	0.50
Maintenance Supervisor	Berkeley High School	1.00
Program Assistant	Oxford	0.27
Program Specialist	Berkeley Adult School	0.40
Senior Accountant	Business Services	1.00
Senior Records Clerk	Berkeley Adult School	0.20
Storekeeper	Nutrition Services	0.53
Student Welfare and Attendance Specialist	Student Services	0.50
V& E Mechanic	Transportation	1.00
V& E Transportation Supervisor	Transportation	1.00

NOW, THEREFORE, BE IT RESOLVED that as of June 30, 2010, the classified positions set forth above shall be discontinued to the extent herein above set forth.

BE IT FURTHER RESOLVED that the Superintendent or his designee is authorized and directed to give notices of lay-off to all affected employees not later than 45 days prior to the effective date of the lay-off as set forth above.

The foregoing Resolution was passed and adopted at a meeting of the Board of Education on April 28, 2010, by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

Clerk, Board of Education
BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Ed. D., Assistant Superintendent, HR
DATE: April 28, 2010
SUBJECT: Ratification of Extension of Contract between Berkeley Unified School District and the Berkeley Federation of Teachers (BFT)

BACKGROUND INFORMATION

The Berkeley Unified School District and the Berkeley Federation of Teachers agreed that the provisions of the 2008-2009 negotiated Agreement ("Agreement") shall remain in full force and effect except as specifically modified below in this Tentative Agreement for the sole purpose of extending the term of the Agreement for one year, i.e., through the 2010-2011 school year.

A tentative agreement was signed and is attached for Board ratification.

POLICY/CODE

Gov. Code 3450 et seq.

FISCAL IMPACT

None at this time.

STAFF RECOMMENDATION

Approve ratification of one year extension of Agreement between Berkeley Unified School District and BFT.

AGREEMENT BETWEEN
THE BERKELEY UNIFIED SCHOOL DISTRICT AND
THE BERKELEY FEDERATION OF TEACHERS
FOR THE 2008-2009 THROUGH 2010-2011 SCHOOL YEARS

The Berkeley Unified School District and the Berkeley Federation of Teachers agree that the provisions of the 2008-2009 negotiated Agreement ("Agreement") shall remain in full force and effect except as specifically modified below in this Tentative Agreement for the sole purpose of extending the term of the Agreement for one year, i.e., through the 2010-2011 school year.

1. AGREEMENT

This agreement, made and entered into this 1st day of July 2008 between the Board of Education of the Berkeley Unified School District (hereinafter referred to as the "Board"), and the Berkeley Federation of Teachers, AFT, Local 1078, AFL-CIO (hereinafter referred to as the "Union"), shall become effective this date and shall continue until June 30, 2011.

24. EXPIRATION OF CONTRACT AND RE-OPENERS

24.1 The parties agree that the term of this Agreement shall be from July 1, 2008 through June 30, 2011.

24.2 In the event of any litigation, verdict, judgment, award, or settlement which results in the inability of the Berkeley Unified School District to satisfy any of the economic conditions of this contract during the term hereof, either party shall have the right to reopen this Agreement as to any economic term.

24.3 The parties agree to start the meet and negotiate process for the subsequent Agreement on or before March 15, 2011.

Each party must submit the Initial Proposals to the other party, in writing by February 28, 2011.

If the proposals- are delivered by U.S. mail, they must be postmarked by February 28, 2011. -

If new laws adopted by the Legislature, or provisions of the BSEP reauthorization adopted by the voters of the City of Berkeley in any

November election impact on the terms and conditions of employment of this Agreement, either party may reopen with reasonable advance notice to the other party.

The parties specifically propose to maintain any language that allows or requires reopener negotiations on specific subjects and/or under specific circumstances during the term of the Agreement, such as but not limited to those in Articles 23 (Savings Clause) and 24 (Expiration of Contract and Reopeners).

For the District:

For the BFT:

Karen Hemphill,
President, Board of Trustees

Cathy Campbell,
President

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: Proposal for a New Small School at Berkeley High School:
The Green Academy

BACKGROUND INFORMATION

Berkeley High School (BHS) is requesting Board approval for a new small school, The Green Academy, which was developed in accordance with the Berkeley High Redesign Plan. BHS has received support in preparing the proposal from a grant awarded by the California Department of Education (CDE) and Pacific Gas and Electric (PG&E), one of five grants awarded in the state to promote the establishment of green academies. The proposal for The Green Academy is attached, and it follows the District's Small Schools Guiding Principles. It has been approved by the BHS Administration and the School Governance Council.

In preparing this proposal, BHS teachers found the current green academy at BHS, the School of Social Justice and Ecology (SSJE), to be an invaluable resource. The Green Academy Design Team has worked collaboratively with SSJE's leaders and teachers in creating the mission and vision of the new school. The proposal capitalizes on the work that has been done by SSJE in developing curriculum, establishing a wealth of community partnerships, and participating with other organizations in the East Bay Green Corridor.

The Green Academy Design Team proposes having two CPA pathways as part of a larger Green Academy. There are two unique Career Technical Education pathways: 1) Sustainability, Ecology and Environmental Design (SEED) focuses on environmental science, emphasizing renewable energy, green building, and sustainable agriculture; and 2) Human Energy and Appropriate Technology (HEAT), which focuses on sustainable energy, emphasizing the physics of energy, electricity and electronics, energy generation and conservation. Both green pathways would have an emphasis on science and would share resources.

To ensure a smooth transition for current 9th graders enrolled in SSJE, the Design Team is proposing that the SSJE students remain on the environmental science pathway, which will now be called SEED. The team proposes that an additional sixty 9th graders be recruited from other learning communities to join the first tenth grade sustainable energy (HEAT) cohort. Following the normal lottery process, 120 incoming 9th graders will join the Green Academy. Toward the end of their freshman year, after experiencing a foundational Green education,

students would commit to one of the two pathways (SEED or HEAT) and form two 10th grade cohorts of 60 students each.

Current SSJE 10th and 11th graders would be enrolled in The Green Academy next year as juniors and seniors, and they would follow the SEED pathway outlined in the proposal. The Green Academy would reach its full enrollment of 480 (120 students per grade) in 2012-2013. The Green Academy brings together two pathways to share resources and to make both more viable.

POLICY/CODE

Board Policy 0420.6

FISCAL IMPACT

Berkeley High School has been awarded two Community Partnership Academy grants - an existing grant for the Environmental Science pathway and another for the Sustainable Energy pathway.

STAFF RECOMMENDATION

Approve the proposal for a new small school at Berkeley High School: The Green Academy.

Berkeley High School Green Academy Request for Authorization (RFA) April 20, 2010

BHS Small Schools' Request for Authorization (RFA)

Instructions:

Please refer to the "BHS Small Schools' Guiding Principles" as you develop a proposal outlining your small school plan. The completed Request for Authorization (RFA) will, if approved by BHS and District administration and the School Board, serve as the defining document by which the approved small school's achievement will be measured.

Introduction

The BHS Green Academy will be a small learning community with 480 students in grades 9 - 12. After the 9th grade, students will embark on one of two academic/career pathways. S.E.E.D. (Sustainability, Ecology, and Environmental Design) will focus on renewable energy, transportation, green building, sustainable agriculture, water quality, and waste management. H.E.A.T. (Human Energy and Appropriate Technology) will focus on the physics of energy; electricity and electronics; energy conservation; and energy generation through solar, wind, geothermal, biofuels and other energy sources. Berkeley High's School of Social Justice and Ecology (S.S.J.E.) will be incorporated into the Green Academy as the S.E.E.D pathway. The 9th grade program and the two pathways are fully described below.

I. Mission & Vision:

a. Please describe the vision, mission, character and, if applicable, thematic focus of your proposed small school.

MISSION:

The mission of the Berkeley High School Green Academy is:

- 1) to prepare students to understand and actively engage in creating an environmentally sustainable and socially just world;
- 2) to prepare students for college and green careers; and
- 3) to provide educational and career opportunities in science and math to students who have been historically underrepresented in these fields.

OUTCOMES:

By the time they graduate, Green Academy Students will...

- ... be inspired, knowledgeable and empowered citizens who are prepared to promote social justice and environmental protection; and to fight environmental racism and discrimination.
- ... have a mastery of skills and content in science, math, and humanities.

- ... have the cognitive, academic, communication and technological skills required for understanding and addressing complex, interdisciplinary issues involving the environment, energy, and social justice.
- ... be college-ready through
 - a) meeting UC/CSU A-G requirements,
 - b) performing well on PSAT/ACT/SAT
 - c) visiting colleges each year in every grade
 - d) having a thematic, meaningful education that prepares them for writing college applications and succeeding in college-level work, and
 - e) having the option to complete one or more AP courses.
- ... have the skills, knowledge and values to succeed in the emerging green economy.

VISION:

In a visit to the Green Academy, you'd see students ...

- ... of all genders and all social and ethnic backgrounds succeeding at high levels.
- ... engaged in meaningful discussions about the most relevant environmental, political, and social justice issues of our time. In these discussions, you'd hear students speaking with sophistication and depth, and able to bring together themes, concepts and information from a variety of disciplines.
- ... involved in project-based and problem-based learning, scientific inquiry, interdisciplinary projects, critical thinking, and service-learning, in curricula that are connected to real-world problems. Such projects might include designing wind-power generators and evaluating their power output; assessing U.S. foreign aid programs and evaluating their impacts on the environments of developing countries; designing a promotional campaign to advocate for the rights of Central Valley residents suffering from exposure to pesticides and toxins; studying local streams and parks and evaluating their suitability for wildlife habitat; and working on environmental restoration projects.
- ... using scientific instruments, computer software, and mathematical skills to generate, analyze and interpret complex data.
- ... reading and interpreting complex scientific, technical, and literary texts.
- ... able to write prose that is fluent and well-structured.
- ... out in the community, engaged in internships, field-trips, and service-learning opportunities with a variety of local and regional businesses, government agencies, utility companies, and advocacy organizations.
- ... connected to local, regional, national and international Green events and networks.
- ... taking a leadership role in educating their families and communities.
- ... taking leadership to make Berkeley High School a green campus. Students might be auditing campus energy use and working with plant operations managers to improve energy use; assisting in developing and implementing higher levels of recycling; educating other students in waste reduction and conservation; working on a campus garden; or participating in student clubs or other organizations to improve their green focus and orientation.

If you looked at data about the Green Academy, you'd see

- high attendance rates.
- success in the classroom, as shown by GPA and success on standardized measures of student academic performance.
- high graduation rates.
- high levels of student satisfaction with the program, as measured by surveys.

- high rates of acceptance to a wide variety of two year colleges, four year colleges, and universities.
- impressive job placement rates in high-quality, meaningful careers, both for students who pursue post-secondary education and students who seek jobs immediately out of high school.
- that a commitment to equity has resulted in high rates of success in science and math among girls and students of color.
- high levels of engagement in the BHS and Berkeley community, as measured by surveys showing participation in extra-curricular activities and community organizations.

If you spoke to teachers in the Green Academy, you'd hear that

- substantial time and resources are provided for ongoing professional collaboration aimed towards improving student achievement and promoting equity.
- the strength of the "Green Curriculum" is assured through clearly defined, common standards.
- common, research-validated teaching methods and approaches have been adopted by all teachers.
- while maintaining high standards, students are provided with multiple opportunities for demonstrating mastery.
- students at all levels can utilize an extensive support structure including teachers, parents and industry/community members.
- robust structures have been developed to support struggling students, and that these structures have led students to make significant gains in attendance, literacy, numeracy, and overall academic success.
- attention to group process makes teachers feel like they are heard, valued, and have input into the shared decisions made within our community.
- teachers are working hard, but feel supported in the ongoing work of creating a professional learning community.

If you asked parents about the Green Academy, they'd say that:

- teachers respond promptly to parent/guardian communications and are accessible for individual parent/guardian meetings.
- parents/guardians have a good understanding of how to utilize Green Academy and BHS procedures, and understand how to communicate with Green Academy and BHS staff.
- Back-to-School Night, Open House, additional Parent Meetings and Student Exhibition events are well-attended by parents/guardians of all backgrounds and grade levels.
- Parents/guardians are knowledgeable about academic support structures available to students and how to access them.
- Parents/guardians are knowledgeable about non-Green Academy extracurricular opportunities available to students at BHS and the requirements for student participation.
- Parents/guardians are supported in assisting their students' pursuits of various post-graduate options, including four-year colleges, and have access to information on how to obtain assistance from various support structures for SAT/ACT testing, college applications, FAFSA and financial aid applications, and so forth.
- Parents are actively engaged with various student/school-support organizations and governing bodies, including the BHS School Governance Council, Berkeley Schools Excellence Project, and the BHS Development Group, and that parents/guardians of diverse backgrounds are taking leadership roles within those groups.
- Parents and guardians of all backgrounds are respected by staff, well-informed about Green Academy program developments and their own student's progress, and are included in decision-making.

CHARACTER & THEMATIC FOCUS

The BHS Green Academy will have a strong focus on science, the environment, energy, and social justice. Our science orientation will be reflected in our course offerings (at least one science course offered every year, with two science courses in the sophomore year and access to honors and AP-Level classes in the senior year), field trips, internship placements, and community partnerships. Our social justice orientation will be reflected in our essential questions, our interdisciplinary projects, and our approach to scientific and environment-related issues. Our passion about protecting the environment, celebrating nature, promoting sustainable energy solutions and viewing environmental issues through a lens of social justice will be embedded in our curriculum and pedagogy.

II. RFA Design:

a. Please describe the design process that led to this RFA.

The "BHS Small Schools Guiding Principles" approved by the BUSD School Board in 2003 calls for 50% of BHS students to be in small schools that are fully integrated into the comprehensive high school. In support of this goal, and in response to strong community interest in promoting environmental sustainability, green technology and alternative energy, Berkeley High School applied to partner with the California Department of Education and Pacific Gas and Electric Company (PG&E) to develop a California Partnership Academy focused on sustainable energy at BHS. In June 2009 we were selected to be one of five New Energy Academies in the State of California to begin in 2010-2011, and we were awarded a planning grant of \$40,000 (\$25,000 from PG&E, \$15,000 from the State of California) to design our program.

A design team was formed in September, 2009, charged with writing both a BUSD Request For Authorization for the creation of a new small school, and a fully developed grant proposal for the new California Partnership Academy. The core members of the design team included Kristin Glenchur, BHS Vice Principal; Glenn Wolkenfeld, BHS Science Teacher; Kate Trimlett, SSJE Co-Lead Teacher; Laura Jewett, BHS Science Teacher; with support from Ken Yale, a school coach from the Bay Area Coalition of Equitable Schools (BayCES).

In developing the RFA and grant proposal, the design team was guided by the BHS Small Schools Guiding Principles, the CPA/PGE grant requirements, and input from BHS students, parents and faculty, as well as from members of the Berkeley community, local businesses, higher education, and environmental organizations. The names of many of these individuals and organizations are listed in sections "b" and "c" below.

Following a series of meetings with the school community in Fall 2009 that focused on how to bring about this new Green Academy, while at the same time strengthening BHS's School of Social Justice and Ecology (SSJE: BHS's already existing green-focused California Partnership Academy), it was decided to create one larger Green Academy with two distinct career/academic pathways.

b. Please list school faculty and staff, and district administrators involved in the development of this RFA.

The design team members referred to in section "a" above solicited input from the following BUSD faculty, staff, and administrators:

Jim Slempe, Principal; Andrew Peck, SSJE Co-Lead Teacher; Deborah Godner, SSJE Humanities Teacher;

Dagny Dingman, SSJE English Teacher; Jamie Robertson, SSJE Science Teacher; Shie Benaderet, SSJE History Teacher; Jana Luft, SSJE Resource Teacher; Emily Schneider, SSJE Math Teacher; Annie Johnston, CPA Lead Teacher; Phil Halpern, CAS Lead Teacher; Ray Cagan, AHA Lead Teacher; Nakia Baird, AC Math Teacher; Monica Salvador, CPA Resource Teacher; Dave Stevens, CPA Resource Teacher and co-Lead teacher for BHS Professional Development; Monique deBrito, AC Science Teacher; Christina Faulkner, Assistant Director of Curriculum and Instruction for BUSD; Neil Smith, Superintendent of Curriculum and Instruction; William Huyett, Superintendent.

c. Please list parents, students and other community members involved in the development of this RFA.

The design team members referred to in section "a" above solicited input from the following parents, students, community members, and organizations.

Parents: Richelieu Hemphill, CPA Parent; Marjorie Alvord, SSJE Parent; Sara Mayeno, former BHS Math teacher; David Cullen, UC Berkeley School of Engineering; SSJE parents Gabriel Cole, Nancy Pettyjohn, and Matt Allen.

Students: Terrance Womack, Kayla Miller, Rediat Bayeh, Lowell Berry, Erik Anderson, Kelani Simpson, and Vivian Tran.

Community Members: Chris Keller, Science Education for Public Understanding Program (SEPUP) at the Lawrence Hall of Science; Antwi Akom, Professor of Environmental Science and African American Studies SFSU; Erin Fender, Career Academy Support Network (CASN); Tracy Hanna, Executive Director for YMCA; Matt Taecker, urban planner; Julie Sinai, Assistant to Mayor Tom Bates; Andrea Gooden, PG&E; Andrew Hanauer, Director, East Bay Green Job Corps; Professor David Stern, UC Berkeley School of Education; Sandra Mittlestadt, California Department of Education; Nicole Sanchez, Berkeley Alliance; Pastor Michael McBride, Berkeley Organizing Congregations for Action (BOCA); Belen Pulido-Martinez, BOCA; Gerardo Marin, Ecology Center; Scott Blake, member of Parents of Children of African Descent (PCAD), and Community Outreach Director, Bay Area Youth Connection; Les Guliasi, Energy Consultant; Joel Ben-Izzy, storyteller and writer.

III. Diversity:

a. Describe how your small school will recruit a diverse student population that is representative of the achievement levels and diversity of the student population found in the larger Berkeley High School.

The BHS Green Academy is committed to recruiting and serving a diverse student population that represents the diversity of Berkeley High School and the Berkeley community. A major focus of our mission is "to provide opportunities and access to careers and higher education in science and math to students who have historically been underrepresented in these fields." Also, as a condition of our grants as a California Partnership Academy, we are required to recruit and successfully serve a population that is at least 50% "at risk" students (as defined by criteria including past irregular attendance, past record of academic underachievement, and economic disadvantage) in each of our pathways.

Students will be selected for the Green Academy through the BHS lottery system. The Green Academy is currently participating in all of the official BHS recruitment activities for next year (and, as we've done so, we've explained that BUSD School Board approval is still pending). These activities include 8th grade night, presentations to middle schools, private school night, listings in the *Choices* brochures, school video, articles in various Berkeley-related publications, a naming contest, presentations to 9th grade English classes to recruit sophomores, emails to interested freshmen, and a pizza party for interested freshman.

The Green Academy is making a special effort to recruit girls and students of color, both of whom have been historically underrepresented in the fields of science and math. We are reaching out to and getting advice from organizations that represent Berkeley's diverse communities, such as Berkeley Organizing Congregations for Action (BOCA), Parents of Children of African Descent (PCAD), the Berkeley YMCA, and the Bay Area Youth Connection in order to more effectively recruit a diverse student body.

b. Describe how your small school will create a climate of support, inclusion and success for all students. Please describe structures and activities that will support the diversity of your proposed small school. These may include staff development, curriculum articulation, diversity or other training, community building activities, others)

Staff Development

The Green Academy's staff development program will support the needs of our diverse student body in several ways. The first will be through implementation of common teaching and learning practices throughout all academy classes. These common practices will include shared pedagogical orientations (see *Understanding by Design*, Wiggins and McTighe, 1998; *Habits of Mind*, Costa and Kallik, 2000); common practices for communicating assignments to students; shared approaches to classroom management (see Fred Jones, *Tools for Teaching*, 2007); common rubrics for written assignments used across all curricular areas; common rubrics for lab reports in all science classes, etc.

Secondly, we plan to use self-study and cycles of data-based inquiry that focus on analysis of student work and analysis of standardized test results. We'll use that data to identify strengths and weaknesses in our courses and overall program, and work to modify, adapt, and improve curricula, teaching techniques, and assessment techniques in ways that enhance student achievement and create equitable academic outcomes for all students.

Thirdly, as part of a national green movement as well as a network of sustainable energy and environmental science academies, we will seek to collaborate with other Green California Partnership Academies to share resources, curricula, and approaches for serving the diverse needs and proficiency levels of our students. In addition, we'll seek opportunities for students to interact on a regional, state-wide and national level.

Working with our East Bay Green Corridor and industry partners, we'll hone the career-technical part of our curriculum. One or more Green Academy teachers will attend the California Green Schools conference each year. Several team members will participate in bi-annual California Partnership Academy conferences and training workshops that focus on training teachers to engage all students in a dynamic and seamless learning experience which results in mastery of career and academic knowledge and skills. Green Academy teams of teachers will have the opportunity to develop curriculum and work with the other five New Energy Academies in week long summer retreats. A Green Academy teacher will participate in BHS's school-wide staff development efforts as a member of the high school professional development team.

Finally, because hiring staff is not under the control of our academy, we'll work to address the lack of ethnic diversity among our staff by bringing in role models with whom students of color can identify: environmental activists of color, local green business entrepreneurs and employees of color; former students of color, and so on.

Curriculum Articulation

Within the Green Academy, work in each grade level will focus around essential questions that will provide thematic unity across disciplines (see below). Each school year will end with a culminating, interdisciplinary

project. Within and across disciplines, project based learning will be used extensively.

In science, math and other classes, students will gain increasing sophistication in analyzing and interpreting data, using energy and environment-related technologies, and using the scientific method to solve problems. Starting in sophomore year, Career Technical Education (CTE) classes will provide students with real-world applications of material learned in other classes (note: the curriculum for these courses is pending UC/CSU A-G approval). Students who graduate from the Green Academy will be on a path towards being job-ready in sectors relating to the environmental sciences, sustainable energy, and utilities. They'll also be ready to pursue work in environmental sciences or energy-related fields at the college level.

As described below in several areas of this document, curriculum articulation will be enhanced by coring ninth grade history and English classes. In addition, we'll use looping of teachers from grade to grade whenever possible.

Diversity Training and Culturally Relevant Pedagogy

In SSJE, we have engaged in on-going discussion and study among staff and students around issues of power and privilege related to race, class, class, gender, sexual orientation and language proficiency. Focus groups are periodically done with low performing students and their parents to determine challenges to higher achievement. Teachers consciously create curriculum that is multicultural and gender-balanced in order to highlight contributions and perspectives that are relevant and connected to our students. We intend to continue these practices within the Green Academy.

At present, five SSJE/Green Academy Teachers have participated in BAYCES Coaching for Equity Training, and three SSJE/Green Academy staff members have also participated in the BayCES Leading for Equity Institute. Additional team members will be sent each year. We have also participated in on going staff training in Culturally Relevant Pedagogy, including participation in Dr. Sharroky Hollie's workshop

To increase gender equity in our program, we'll study and make use of the best practices that have been identified and developed by the National Alliance for Partnerships in Equity Education Foundation.

Community Building

In addition to organizing our 10th -12th graders into the S.E.E.D. and H.E.A.T pathways, each with sixty students per grade, we'll use looping and coring to create a personalized learning experience where students feel known, recognized, and cared-for. Our Advisory Program will provide another structure for connection among students and between students and staff. Through Parent and community outreach, we'll seek to make our program accessible to our diverse group of parents, and we'll do special outreach to families that have historically been excluded from participation in the school community (see section XI.c. below).

Some of the Academy-wide programs that we've already implemented and plan to continue include a(n):

- Annual trip to Huckleberry Botanical Reserve where seniors and juniors lead community-building activities for all students.
- Annual participation in the Brower Youth Awards and training in community organizing.
- Annual Green Career Week where students get to learn about green careers and possibilities for summer partnerships/jobs.
- Fall and Spring Exhibition nights where students share results of inquiry-based projects with parents and other community members.

- Winter Environmental Film Festival.
- A joyous Green Academy graduation.

Additional Support

Some of the additional ways in which the Green Academy will support students include:

- Assessment of each students' math and literacy level at the beginning and end of each school year to provide support and ensure correct placement in classes.
- Implementing a powerful advisory program that orients 9th graders to our program, provides continuing support to our sophomores and juniors, and assists our seniors in applying for college and/or finding jobs.
- Providing a dedicated counselor for Green Academy students.
- Encouraging students to participate in Y-scholars, RISE, and the Student Learning Center.
- Using Academic Pathways to provide support to students in advanced placement classes.
- Using Berkeley School Volunteers and Cal Teach students to support students in individual Green Academy classrooms.

Other support mechanisms that the Green Academy will explore include

- Using “Destination College” volunteers to provide free tutoring Monday through Thursday after school
- Providing opportunities for students to recover credit through Cyber High, BCC and other Peralta Colleges, and night school.
- Setting up vertical teaming of seniors and juniors with freshman and sophomores.
- Having teachers provide office hours after school.

c. Describe how your small school will be fully accessible and provide services for students with disabilities, special education, and English Language Learners (ELL)

The Green Academy will provide for accessibility through

- A dedicated resource teacher who will work to serve the needs of Green Academy students with IEPs.
- Collaboration with the ELL department to ensure curriculum modification to meet the needs of English Language learners.
- Modification and differentiation of activities as appropriate to make them accessible to all students.
- Participation of Green Academy teachers in IEP meetings, and close tracking of students' IEP goals.

For additional ways in which we'll support students with special needs, please see section "X.d." below.

IV. Governance:

a. Describe your Small School Leadership Council (SSLC), its structures and processes.

The Green Academy Leadership Council (LC) is a governing body that will include our Assistant Principal, Counselor, the Lead Teachers of S.E.E.D. and H.E.A.T., 4 additional elected teachers, 4 elected students, and

4 elected parents. LC members represent their student, parent, and staff constituencies, not just themselves, and must be informed by and accountable to their constituencies.

The Leadership Council will meet as a full body every 4 – 6 weeks. Subcommittees will be established as needed to do the necessary work between the meetings. Examples of committees could include a Data Subcommittee, a Communications Subcommittee, or a Budget Subcommittee. The LC will also establish a Steering Committee to plan LC agendas, facilitate meetings, and coordinate the overall work of the LC and its subcommittees.

Whenever possible, the Leadership Council will make decisions by consensus. If possible, when consensus isn't reached at one meeting, or if more input is needed from the constituencies, the LC will table the decision until the following meeting. If consensus still isn't reached, or an immediate decision is required, a vote will be held if a quorum is present. A quorum is defined as at least two parents, two students, three teachers, and either one administrator or counselor.

A decision needs at least a 2/3 majority to pass. However, a proposal cannot pass if all members present from any constituency vote against it. In some cases, an administrative decision may be required. The administrator will inform the Leadership Council in advance when this is the case and for what reason, and will get advisory input from the LC before making the decision.

b. Please describe the roles and responsibilities of each membership group in the SSLC (teachers, staff, parents, students); if known, please list members of your SSLC

The key roles & responsibilities of the Green Academy Leadership Council and each of its constituent groups are to:

- guide the overall direction of Green Academy and the broad development of major school programs and policies that will support the school to successfully accomplish its mission and vision.
- establish annual goals for high student achievement and equity that are specific and measurable, and conduct data-based inquiry to monitor and assess annual progress toward these goals.
- approve the allocation of major discretionary budget items to support annual goals and priorities, and help identify potential new resources.
- support the establishment of an effective system of communications among all constituent groups within Green Academy.

Given the LC's relatively limited meeting time compared to its broad role, the LC will establish a prioritized annual work plan each year so its work is focused on a few high leverage areas that are most critical for improving student achievement and equity.

The names of specific LC members for 2010-11 will not be known until the Fall, after Green Academy is fully enrolled and staffed.

c. How will the SSLC members be selected and based on what criteria?

The Assistant Principal and Counselor, assigned to Green Academy by BHS, and the Lead Teacher of S.E.E.D. and of H.E.A.T., selected by the faculty, will be LC members.

The Parent Council, Green Academy's open membership parent organization, will select the four parent LC representatives; the Student Leadership group will select the four student LC representatives; and the staff

will select its additional four teacher representatives. Each constituency will determine a method for selecting its own LC representatives, based on meeting the following criteria:

For all LC representatives:

- representation of both S.E.E.D. and H.E.A.T.
- diversity of race and gender
- ability to consistently attend all meetings

For parents:

- mothers and fathers
- represent a range of grade levels
- be actively involved in Parent Council or other school leadership positions

For students:

- be involved in Student Leadership group
- one representative per grade level
- include diverse levels of academic performance

For teachers:

- subject and grade level diversity

d. What are the responsibilities and duties of SSLC members?

Each Green Academy Leadership Council member will:

- Attend all LC meetings
- Reflect with integrity the voice of the group s/he represents.
- Solicit constituents for input on decision making and keep constituents informed on key actions and decisions of the LC.
- Come to meetings prepared and engage fully in the discussions and decision making.
- Always strive to improve, enhance, and strengthen the Green Academy and fully support the school to accomplish our mission and vision.

e. *Describe mechanisms for receiving ongoing input for decision-making from other administrators, teachers, counselors, parents and students.*

Each of the three constituent groups will have an independent Green Academy organization and/or meeting structure that will facilitate communication between the LC representatives and their constituency. For parents, ongoing input for decision making and disbursement of information to the parent community will be coordinated through the Parent Council. For students, that role will be played by the Student Leadership group. Formal teacher communications will take place primarily through Green Academy staff meetings.

The Green Academy Assistant Principal attends biweekly BHS administrative team meetings and the Green Academy Counselor attends weekly BHS counseling team meetings. In both settings, information, requests,

and advice are shared. LC members will also solicit input from Green Academy representatives to BHS leadership structures (e.g., School Governance Council, BSEP, PTSA).

In addition, the Green Academy will establish an Advisory Board comprised of supportive community members and partner organizations. They will play an advisory rather than decision making role, and will meet approximately once a semester. The Advisory Board will provide expertise in key areas of our program, from how to most effectively serve diverse communities, to innovative curriculum development, to providing greater access to internships, funding, or higher education opportunities.

V. Structure:

a. **Size:** Please describe the proposed size of your small school, the planned evolution of its growth, the rationale for the size you are proposing, and how administrative and counseling support will function for the size of school you are proposing. Note how you will ensure first year minimum enrollment of 200 students, and your growth projections if applicable.

SSJE's current size is approximately 240 students: 60 students/grade level. By 2012-2013 the Green Academy will support 120 students at each grade level for a total of 480 students.

Our recruitment plan is as follows: As of the writing of this document (April, 2010) and on into the future, we will attempt to recruit 120 incoming 9th graders each year, using the recruitment mechanisms currently in place for all BHS programs. In addition, we are (as of April, 2010) trying to recruit up to 60 current 9th graders to form the H.E.A.T. program's 10th grade cohort. With 60 additional 10th graders and 120 incoming 9th graders, our size in 2010 - 2011 will be approximately 360 students. Over the next two years, we'll grow to our final size of 480 students.

The 9th grade students will take four Green Academy classes (Biology, Math, English, History). Starting in 10th grade, and continuing through graduation, there will be two separate cohorts of 60 students: one for S.E.E.D. and one for H.E.A.T. Internships and some classes will overlap during the senior year.

In the spring of the 9th grade year, Green Academy students will rank their preference for either the S.E.E.D. or H.E.A.T. pathway. We propose that the current procedures and software used for collecting student preferences and assigning students to Small Learning Communities at BHS be used to assign students to each pathway, with the goal being to make the diversity of each pathway reflect the diversity of Berkeley High School as a whole. The same BHS processes will be used for students who want to transfer into the Green Academy in their junior or senior years, as well as students who want to transfer between the S.E.E.D. and H.E.A.T. programs.

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Students
2010- 2011	120	120	60	60	360
2011- 2012	120	120	120	60	420
2012- 2013	120	120	120	120	480

One counselor and one administrator will work with 480 Green Academy students.

b. **Facilities:** Describe your proposal for the types of classroom needs you prefer in terms of contiguous space, and what accommodations you are prepared to make to meet your classroom needs.

The Green Academy will occupy the classroom space currently filled by SSJE teachers, plus additional classrooms as needed as we expand in size. Currently, those classrooms include G206A, G207, G208A,

G210B, G210C, G212, G105, H102, G212. We anticipate that we'll need up to four additional classrooms. When the South of Bancroft building is complete, we hope that our entire academy can be moved into that space. We would also like a dedicated Green Academy garden on the Berkeley High Campus.

VI. Curriculum:

Describe the articulation of classes, and course offerings for your proposed small school.

a. Please list all proposed courses that will be offered in your small school. Show rubric by grade of courses offered in small school, and courses needed in large school or through other venue. Indicate their alignment with state, district, federal and UC standards and requirements.

Green Academy Curriculum

The Green Academy's Curriculum begins with the following 9th Grade Program

- Advanced Biology
- Geometry
- Freshman Seminar/English
- Freshman Seminar/History
- World Language (recommended)
- PE or Art Elective

In the 10th grade year our program splits into the S.E.E.D. and H.E.A.T. pathways. The course offerings for the two pathways are:

	S.E.E.D.	H.E.A.T.
10th	<ul style="list-style-type: none"> • Chemistry • Introduction to Environmental Science • World Literature • World History • Algebra 2 • World Language 	<ul style="list-style-type: none"> • Chemistry • Introduction to Sustainable Energy • World Literature • World History • Algebra 2 • World Language
11th	<ul style="list-style-type: none"> • AP Environmental Science • American Lit. (AP option) • US History • Math Analysis 	<ul style="list-style-type: none"> • Physics of Energy • American Lit (AP option) • US History • Math Analysis
12th	<ul style="list-style-type: none"> • BEST History (internship) • Government/Economics • Composition/Genre in Literature (AP option) • Physics, AP Physics, Anatomy, AP Chem 	<ul style="list-style-type: none"> • BEST History (Internship) • Government/Economics • Composition/Genre in Literature (AP option) • AP Environmental Science ROP • Physics, AP Physics, Anatomy, AP Chem,

	or AP Bio	AP Bio, or other elective.
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Courses taken outside of the Green Academy:

- World Languages
- Fine and Performing Arts
- Physical Education
- African American Studies
- Miscellaneous electives (computer programming, etc.)

b. Identify new offerings not yet approved, indicate when they will be introduced, and project a timeline and process for their approval.

Course	When it will be introduced	Process/Timeline
Introduction to Energy	Fall 2010	BHS School Governance Council Presentation, February 23, 2010 (approved) Submit to UC for Approval, April, 2010 School Board Presentation, TBD
Physics of Energy	Fall 2011	SGC Presentation February, 2011 School Board Presentation March, 2011 Submit to UC for Approval, April, 2011

c. Describe which curriculum will be integrated, and describe key features, essential questions, and major projects and timeline of integration.

The course progression for the Green Academy is shown above.

Project-Based Activities

Project-based activities that either have been offered in SSJE or which we plan to offer in Green Academy science classes include

- measuring electric output from student-designed wind and solar generators.
- wetlands restoration.
- promoting environmental literacy and green education.
- organic gardening.
- water quality testing.
- soil quality testing.
- air quality assessment.
- avian ecology surveys for assessing California biodiversity.

- stream surveys.
- waste reduction auditing.
- energy auditing.
- designing model homes powered by sustainable energy.

Project based activities in classes other than science include:

- (10th-grade World History) Role-Play Debate on Oil, Indigenous Rights and Development in Ecuador - Students work in groups and adopt the roles of competing interests attempting to influence the government of Ecuador regarding a real-life plan to develop for oil in the Amazon region.
- (11th-grade U.S. History) The First 100 Years - Students research and represent the histories/experiences of 6 different social groups (African Americans, Native Americans, Asian Americans, Mexican Americans, Women, and the Working Class / Poor) at an 1876 meeting to debate proposals for how to commemorate the nation's first 100 years (1776-1876).
- (12th-grade Economics) The High School Food Court - Students act as a student council to develop and present plans to the school board for a new food court, using key economic concepts such as demand, cost, profit, tradeoff, and competing interests.

Interdisciplinary Projects include:

- Sweatshops: The Stories Behind the Labels.
- Tragedy of the Commons: Clean Water Access.
- Food Justice: You Are What You Eat.
- Nuclear Weapons: Maintain, Reduce or Abolish?
- Population Growth: What's the Limit?
- Hydrogen Power: Next Step or New Distraction?

d. Passports: Describe how much of a student's day is enclosed in your small school and for what courses/activities and what circumstances a student may "passport" out of or into the small school.

Students will passport out of the Green Academy for Physical Education, Foreign Language, Honors Mathematics, Performing and Fine Arts, African American Studies, and miscellaneous electives.

e. If applicable:

Describe electives that develop the theme of your school, and how they will articulate as students advance.

Students will take a Career Technical Education elective in the 10th, 11th, and 12th grade year that will prepare them for higher education and/or a career in that pathway.

In the S.E.E.D pathway, 10th graders will take *Introduction to Environmental Science* where they will learn about Renewable Energy, Transportation, Green Building, Waste Management, Water Resources, and Sustainable Agriculture. In the 11th grade the students will take *AP Environmental Science ROP* which deepens the topics above and adds topics such as population growth, biodiversity, and climate change solutions as it prepares them for the AP Exam. Finally in the 12th grade students take BEST History to explore a field of their interest in an internship. In addition, 12th grade students take BEST History to explore a field of their interest in an internship.

In the H.E.A.T. pathway, 10th graders will take *Introduction to Sustainable Energy* where they will learn about Basic Energy Concepts, World Energy Trends, Climate Change, Renewable Energy, Energy Efficiency, Green Building & LEED Certification, and Alternative Fuels. In the 11th grade students will take *Physics of Energy*, which will focus on Electricity and Magnetism, Circuits, Waves, Advanced Energy Concepts, and Nuclear Physics. *Introduction to Sustainable Energy* has been submitted for UC approval. In the 12th grade the students can take *AP Environmental Science ROP*. In addition, 12th grade students take BEST History to explore a field of their interest in an internship.

Describe career path offerings of your school, and plans for implementing them. (If they involve partnerships with outside institutions, please identify potential partnerships, or attach MOU, which outlines nature of partnership and mutual responsibilities for the partnership).

Please see above for career path offerings, course descriptions, and curriculum articulation.

SSJE has in place a well developed network of community partnerships. These partnerships will be apportioned to the S.E.E.D. or H.E.A.T pathways, or shared by the Green Academy as a whole. Community Partnerships that have been developed or are in the process of being developed include: Save the Bay, Rising Sun Energy Services, Chez Panisse, City of Berkeley, JBEI, East Bay Green Tours, Brower Youth Awards, East Bay Green Corridor, East Bay Ecology Center, PG&E, UC Berkeley, Lawrence Hall of Science, and AC Transit.

VII. Staffing:

a. Please describe staff qualifications needed to implement your plan.

All Green Academy staff need to be subject-area credentialed in accordance with state requirements. In addition, teachers for CTE and ROP classes need additional corresponding certification.

b. Describe staff development plan (identify resources necessary to deliver your plan; show how staff development, planning and collaboration time fit into the school's schedule). If you are seeking a waiver of any section within the BFT/BUSD contract, please explain.

Please see "Staff Development" in section III. B. above. Additional training will be required for the H.E.A.T. program's CTE teacher and H.E.A.T. teachers (this training is in place for the summer of 2010 and 2011). Additional time during the summer of 2010 will be devoted to developing common teaching and assessment practices, developing an advisory program, etc.

c. Describe how your small school will incorporate student advisement, how you intend to staff and structure them across freshman to senior education.

Each Green Academy Student will have his or her own advisor. This advisor will be a Green Academy staff member. The advisory curriculum will follow the board approved curriculum for the BHS advisory program (currently under development). Green Academy students will gain skills in study techniques, problem-solving, and leadership. During the junior and senior year, they will learn about and undertake the college application process. Creating a known community where students feel a sense of belonging will be an important advisory goal.

d. Submit a proposed master and assigned schedule by teacher.

Period	Trimlett	Robertson	Wolkenfeld	Jewett	Godner	Dingman	English	English	Peck	History	Schneider	Math	Math
0						AP Augmentation for American Literature (I & J)	AP Augmentation for Genre in Literature (L & K)						
1	Adv. Bio. (A)	I.E.S. (S.E.E.D.) (E)			Freshperson Seminar (B)	American Literature (S.E.E.D.) (I)	World Literature (H.E.A.T.) (G)	Freshperson Seminar (C)	U.S. History (S.E.E.D.) (J)	World History (H.E.A.T.) (H)	Algebra 2 (S.E.E.D.) (F)	Geometry (D)	
2		I.E.S. (S.E.E.D.) (F)	Adv. Bio. (D)		Freshperson Seminar (B)	American Literature (S.E.E.D.) (J)	World Literature (H.E.A.T.) (H)	Freshperson Seminar (C)	U.S. History (S.E.E.D.) (I)	World History (H.E.A.T.) (G)	Geometry (A) (9th Grade Only)	AP Calc or AP Stats (L & K)	
3	A.P.E.S. (S.E.E.D.) (J)	Chem (H.E.A.T.) (G)	Adv. Bio (C)		Freshperson Seminar (A)	World Literature (S.E.E.D.) (E)	Genre in Literature/Composition (S.E.E.D.) (L)	Freshperson Seminar (D)	Government / Economics (S.E.E.D.) (K)	World History (S.E.E.D.) (F)	Geometry (B) (9th Grade Only)	Math Analysis (S.E.E.D.) (I)	Algebra 2 (H.E.A.T.) (H)
4	LT		LT	Chem (H.E.A.T.) (H)	Freshperson Seminar (A)	World Literature (S.E.E.D.) (F)	Genre in Literature/Composition (K)	Freshperson Seminar (D)	LT	World History (S.E.E.D.) (E)	Geometry (non-9th graders)	Geometry (C)	Algebra 2 (H.E.A.T.) (G)
5	APES (S.E.E.D.) (I)		Introduction to Energy (H.E.A.T.) (G)	Chem (S.E.E.D.) (F)					Government / Economics (S.E.E.D.) (L)		Algebra 2 (S.E.E.D.) (E)	Math Analysis (S.E.E.D.) (J)	
6	Adv. Bio. (B)		Introduction to Energy (H.E.A.T.) (H)	Chem (S.E.E.D.) (E)	BEST (L)		BEST (K)						

Key:

9th Grade	10th Grade	11th grade	12th grade
A B C D	B F G H	I J	K L

VIII. Standards:

a. Describe your small school culture and how BHS school-wide policies and procedures with respect to discipline, classroom management, attendance, safety and support services will be articulated and delivered.

The Green Academy will work towards promoting a nurturing, optimistic, supportive culture where students feel that their education engages them with social justice and environmental issues of crucial importance, and where staff members feel mutually supported in reaching their professional goals. Discipline and classroom management will be proactive, and aim towards meeting students' emotional and academic needs, preventing most problems from emerging in the first place. Teachers will receive classroom management training that focuses on creating student motivation and setting limits on unproductive student behaviors (see above for reference to Fred Jones, *Tools for Teaching*). At the same time, the Green Academy will adhere to BHS's school-wide norms and policies concerning discipline, classroom management, attendance, and safety. As needed, we'll make use of BHS's disciplinary support systems.

By creating a relevant and engaging curriculum, and building strong connections between students, staff, and parents, we expect to be better able to address issues of absenteeism and tardiness. In addition, Green Academy teachers will work together to create and enforce common classroom norms and practices so that students experience consistent classroom expectations and routines. Policies will be communicated to students in the classroom at the beginning of the school year, to parents and guardians at Open House in the

Fall, at parent-guardian meetings, and will be reiterated when staff routinely call home to communicate with families.

b. Please describe your process for evaluation of the effect of these components and the means for correction and improvement.

The Green Academy staff will meet quarterly to analyze attendance and discipline data, adjust related school policies, and more affectively address the needs of students with chronic behavior issues.

IX. Program Evaluation:

a. Please describe how you will evaluate and assess the success of your proposed small school in terms of its vision, structure, curriculum, diversity, and especially, improved student achievement. b. Describe your methodology and frequency for evaluating your program progress; describe how results will inform and change goals, practices and student achievement.

Item	How it will be measured: methodology and frequency
Vision	<ul style="list-style-type: none"> • Yearly survey of Green Academy staff, Leadership Council, student and parent leadership.
Structure	<ul style="list-style-type: none"> • Yearly survey of Green Academy staff, Leadership Council, student and parent leadership.
curriculum	<ul style="list-style-type: none"> • Yearly evaluation of essential questions, course sequence, interdisciplinary projects and assessment methods by Green Academy faculty. • Periodic evaluation and assessment of H.E.A.T. curriculum at yearly New Energy Academy network meetings. • Periodic assessment of all Green Academy courses to check for alignment with state standards.
Diversity	<p>1) Yearly analysis of student diversity to check for</p> <ul style="list-style-type: none"> • compliance with BHS SLC diversity requirements • compliance with California Department of Education CPA (Career Partnership Academy grant) <p>2) Annual community meeting and/or parent and student focus groups, with targeted outreach to insure that communities of color are well represented, to specifically solicit feedback about how effectively Green Academy is addressing the diverse communities it serves.</p>
Improved Student Achievement	<p>In collaboration with the BUSD Evaluation and Assessment office, the Green Academy faculty will conduct a(n)</p> <ul style="list-style-type: none"> • Initial assessment of incoming 9th graders for reading and math level. • Analysis of student grades, attendance, and behavioral interventions at mid-quarter, quarter, and semester intervals by faculty. • Yearly writing assessment.

	<ul style="list-style-type: none"> • Yearly student self assessment, completed during the Advisory period, of learning styles, learning strengths, and extracurricular activities; along with yearly student academic and behavioral goal setting. • Analysis of CST, PSAT, CAHSEE and STAR test data, disaggregated by ethnicity and sex. <p>In addition, as our capacity permits, we may conduct</p> <ul style="list-style-type: none"> • Analysis of AP exam data from students taking AP Environmental science, 11th and 12 grade AP English, and other AP-level courses. • Periodic analysis of student performance on teacher-created, standards-based authentic assessments. These assessments will be evaluated by teacher teams and analyzed in terms of student writing ability, mathematical ability, and content mastery. • Evaluation of student products for Green Academy exhibition night
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Green Academy staff and leadership will use data-based inquiry to reflect upon the success of our program, and to continuously make the adjustments necessary to improve student achievement and success (our bottom line). See *Good to Great*, Jim Collins, 2001.

X. Student Assessment:

a. Describe achievement goals for your students, how you will work to meet those goals, and your process of assessment and evaluation of students.

The Green Academy will set goals for student achievement after we have a faculty team analyze student-achievement data (standardized test scores, grades, etc.) to identify patterns of achievement and equity. The faculty team will then use a data-based cycle of inquiry to identify a priority challenge area to focus on, identify root causes contributing to the challenge area, develop a theory of action built around a few high leverage, prioritized strategies, establish SMART annual achievement and equity goals, develop an action plan for implementation, and continuously collect data throughout the year to monitor the effectiveness of our strategies in achieving these goals.

b. Describe your methodology, frequency and timing for conducting student assessment (You may address any of the following as appropriate: Competency based (e.g. skills, application, exit exams); performance based (e.g. grades, standardized tests); project or exhibition-based (e.g. portfolios, performances); subject-based assessments (e.g. literacy or math or language proficiencies); student-based monitoring.)

Please see "improved student achievement" in section IX above.

c. Explain how students' assessments will be tracked over 4 years.

Please see "improved student achievement" in section IX above. As described, the Green Academy will use data based inquiry to assess progress toward annual SMART achievement and equity goals. In addition to

using BHS school-wide systems for tracking grades, we'll create data systems for tracking and reporting on student achievement on assessment measures identified above in a yearly "Green Academy" progress report. With the guidance of an advisor, students will track and graph their GPAs and other measures of their academic progress, and reflect on this as they set goals for each year.

d. Explain how you will diagnose learning needs of your students.

Please see "improved student achievement" in section IX above. In addition to assessing all 9th graders for reading and math ability level, we will also use the advisory period to administer a learning styles/learning needs assessment.

The Green Academy staff will work with our designated resource teacher, as well as our counselors, to identify students with learning needs and offer support. Our interventions will follow the Universal Learning Support System (ULSS) currently being implemented throughout the Berkeley Schools. Some interventions to support students with special learning needs and other struggling students may include:

- Weekly student support meetings composed of the Educational Specialist, counselor, and lead teacher(s). These meetings will address the needs/concerns of individual students brought to our attention by teachers and/or parents. We will examine present academic issues and when appropriate will examine historical academic records (cumulative file, Datawise, etc) to develop appropriate interventions. Interventions may include an SST, parent meeting, or staff development activity to increase GA staff's capacity to successfully teach all students.
- Periodic grade level team meetings during SLC meeting time. During these times teachers will bring forth students of concern. The team of teachers will develop a coordinated set of activities to address the students' issues.
- Use of Datawise and historical assessments of students to identify incoming 9th graders who may experience difficulty with the transition to high school.
- On-going staff development led by our resource teacher to increase our staff's capacity to differentiate and use formative and summative assessment to identify students' strengths and weaknesses as well as to inform further instruction. We anticipate that increasing our capacity to differentiate instruction and to meet the needs of students with IEPs will enhance our effectiveness with all students, especially those who are struggling.
- Regular discussions about the overall progress of students towards graduation, A-G requirements, attendance patterns, and grade distributions across classes as well as within the program overall. The purpose of these discussions will be to identify concerns and address them in a systematic manner.

e. Explain how results will inform your small school's goals and practices.

Please see section IX above and the previous parts of section X.

XI. Student and Family Support:

a. How will your small school ensure the success of individual students in terms of their social, academic, and emotional needs?

Support for students in the Green Academy will begin with careful monitoring of students' academic, social and emotional success (see above for assessment methods). As needed, the Green Academy will draw from a variety of resources to offer student and family support. We will work to both draw from the existing structures at Berkeley High School (College Career Center Tutors, RISE, Y-Scholars, Student Learning Center and back up Math and English resources, systematic teacher contact with home) and structure new

resources (UC Berkeley, Destination College, BayCES, nonprofit and faith institutions and others).

In the Green Academy we'll consciously strive to build a strong sense of community through:

- A welcome picnic for incoming ninth graders and their families.
- Carefully designed group-building activities early in the ninth grade year.
- Community building as an integral part of classroom curriculum.
- Field trips and Exhibition Night.

The Green Academy's Advisory program will be a powerful mechanism for supporting students and families. Advisors will bridge communication between students and staff, and between staff and families. Students will get support in creating and reaching their goals, and receive important information about college, A-G requirements, post-secondary options, and support and resources in the BHS community. Students will also be supported in acquisition of study and organizational skills. Finally, advisory will help to create a safe, caring, cooperative culture where each student has an advocate who is tracking his or her progress and needs.

In addition, the Green Academy will make use of BHS's Health Center, which offers free and confidential medical, health education, and mental health services to all students.

Many Green Academy students will participate in POSITIVE MINDS, weekly voluntary meetings organized through the Parent Resource Center which serves to help students resist bad influences, survive family crises, or deal with unhealthy situations they cannot avoid.

Finally, many Green Academy teachers hold after school office hours as an additional means of supporting students through providing tutoring and opportunities to make up work.

b. How will your small school foster relationships between faculty and students, and among students?

Strong, ongoing supportive relationships between staff and students are key facets of the Green Academy Program.

We plan to strengthen relationships between Faculty and Students through

- Coring English and History
- Looping (students having teachers for multiple years)
- Advisory program (see above)
- Office hours
- Faculty led student retreats.

Relationships among students will be strengthened through

- Peer mentoring
- Student-led bonding activities
- Coring (because it maintains cohesive cohorts over multiple years).

In addition, please see sections above for social and emotional support.

c. How will your small school structure and support family involvement?

SSJE has been committed to on-going communication with families regarding their individual student's progress in all SSJE special events and meetings. In relationship to issues of concern regarding student academic success, our practice has been to communicate early and often.

Here's a sample how the Green Academy will support family involvement, based on current SSJE practice.

- Families in the Green Academy will first get connected with a welcome letter after they have been placed in the Green Academy. This letter will provide families with contact information as well as directions for signing up for the Green Academy etree, Power School, BHS etree, and the Green Academy website. In addition, the welcome letter informs the families of a Welcome Potluck which occurs a few days before the beginning of school.
- Every Sunday evening a Green Academy Weekly Announcement email will be sent out on our Green Academy etree to inform parents, guardians, and students about important dates, volunteer opportunities, job opportunities, scholarships, and community events.
- Throughout the year parents and guardians will be invited to be chaperones on monthly Green Academy Field Trips.
- Potluck dinners and informational meetings will precede Back-to-School-Night and Open house.
- Twice a year families will be invited to exhibition nights where they will have the opportunity to learn from their students.
- In March, the Green Academy will host a Green Career Week and parents and guardians will be invited to be speakers and volunteers.
- Green Academy Parent Meetings will be held every other month, so that parents/guardians can communicate with each other.

In addition, please see Section IV for family and parent involvement in the Green Academy Leadership Council.

Finally, through our partnership with BOCA, the Green Academy is also exploring a family home visit program.

XII. Resources:

a. Describe any plans you have for raising grant monies or other resources, and the types of activities these resources might fund. (Note that soft money should fund start up and developmental costs, not ongoing staff positions).

In addition to the major funding streams identified below, additional support will come to the Green Academy through

- Electronic Waste Drive: approximately \$4,000/year
- Fundraising through the Berkeley High School Development Group
- Corporate in-kind sponsorship

In addition, the Green Academy will be seeking additional support by developing business partnerships.

b. Describe identified grant sources, deadlines, amounts, activities, and terms.

The Green Academy will be supported by several funding streams, some of which apply to the H.E.A.T. program, some of which apply to the S.E.E.D. program, and some of which will be accessible to the Green Academy as a whole.

Green Academy	H.E.A.T.	S.E.E.D. (pre 2009 funding was designated to SSJE)
<ul style="list-style-type: none"> • \$5000 in BSEP funds anticipated for 2010, 2011. • \$200 per teacher from Berkeley High School Development Group. 	<ul style="list-style-type: none"> • California Partnership Academy, \$15,000 planning grant for 2009- 2010. • Pacific Gas & Electric Company Academy Grant, \$25,000 planning grant for 2009-2010 • California Partnership Academy, \$42,000 for 2010-2011. • Pacific Gas & Electric Company Academy Grant, \$25,000 2010-2011 and ongoing. • California Partnership Academy, \$72,000 for 2011-2012 and ongoing. 	<ul style="list-style-type: none"> • California Partnership Academy, \$42,000 planning grant, 2007-2008 • California Partnership Academy, \$10,000 mentee grant, 2007-2008 • California Partnership Academy Grant, \$72,000, 2008-2009 • California Partnership Academy Grant, \$81,000, 2009-2010 • California Partnership Academy Grant, \$81,000, 2010-2011 and ongoing

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: New Course in Introduction to Renewable and Sustainable Energy

BACKGROUND INFORMATION

Berkeley High School is requesting Board approval for a year-long course titled Introduction to Renewable and Sustainable Energy.

In June 2009 Berkeley High was selected to be one of five new Green Academies that were awarded a planning grant from the California Department of Education (CDE) and Pacific Gas and Electric (PG&E). CDE and the Career Academy Support Network (CASN) have teamed together to create the curriculum, and Berkeley High Lead Teachers Glenn Wolkenfeld, Kate Trimlett, and Laura Jewett have reviewed the course for its science content.

Introduction to Renewable and Sustainable Energy is a career technical education course in the energy and utilities industry sector focused on energy literacy in preparation for career opportunities in the emerging green economy. The overall curriculum focuses on the various renewable energy technologies, sustainable design practices and their current applications. Emphasis will be placed on energy consumption, efficiency, and conservation, while reinforcing English language arts and math through real-world applications. This course represents the first course in the Green Academy's Sustainable Energy Pathway, preparing students for careers and postsecondary education in energy conservation and related fields.

Technology plays a direct role in the delivery of the content as students utilize an open-source, electronic learning platform, the Moodle learning management system, to fulfill various parts of the coursework and assessments. Teachers are encouraged to participate in at least one field trip per semester to enrich the learning experience by exploring various energy systems, both in their natural states and in industry.

This course will use the following textbooks:

- Living in the Environment, G. Tyler Miller, Jr., 16th ed., Brooks/Cole Publishing, 2009.
- Renewable Energy – Power for a Sustainable Planet: 2nd Edition, Godfrey Boyle, Oxford Press, 2004, <http://design.open.ac.uk/boyle/publications.htm>

A complete course description is attached. The proposed curriculum will be forwarded to U.C. for a-g course approval, and it is expected that this course will be approved for science credit. Staff will report U.C.'s decision to the Board.

POLICY/CODE:

Ed Code 51054
Board Policy 6141

FISCAL IMPACT

Berkeley High has been awarded two planning grants, \$25,000 from PG&E and \$15,000 from CDE, to purchase materials and help implement this course. Additional funds will be provided by PG&E and CDE next year to support professional development, teacher release time, fieldtrips, and materials.

STAFF RECOMMENDATION

Approve the new course in Introduction to Renewable and Sustainable Energy.

Introduction to Renewable and Sustainable Energy

Course Description

Course Title Introduction to Renewable and Sustainable Energy	Department or Discipline: Career Technical Education – Energy and Utilities Industry Sector
School : Berkeley High School	
District: Berkeley Unified School District	
Name of School Contact Person Glenn Wolkenfeld Title/Position Lead Teacher, Green Academy; Sustainable Energy Pathway Contact Information 510-644-4566	Grade Level(s) for which course is intended: 10 – 12
	Length of Course One Year
	Unit Value (one year equivalent)
Date of School Board Approval	Seeking “Honors” distinction? No
Pre-Requisites Successful completion of, or concurrent enrollment in, Algebra I and a laboratory science course. Potential laboratory science courses include biology, physics, chemistry, integrated science 1, 2, or 3, and environmental science.	
Brief Course Description Introduction to Renewable and Sustainable Energy is a foundation career technical education course in the energy and utilities industry sector focused on energy literacy in preparation for career opportunities in the emerging green economy. The overall curriculum focuses on the various renewable energy technologies and sustainable design practices and their current applications. Emphasis will be placed on energy consumption, efficiency, and conservation, while reinforcing English language development and math through real-world application. This course represents the first course in the New Energy Academy career technical education pathway, preparing students for careers and postsecondary education in energy conservation and related fields. Technology plays a direct role in the delivery of the course as students utilize an open-source, electronic learning platform (the Moodle learning management system) to fulfill various parts of the coursework, and assessments. Teachers are encouraged to participate in at least one field trip per semester to further enrich the learning experience by exploring various energy systems, both in their natural states and in industry.	
Context for Course Introduction to Renewable and Sustainable Energy consists of a rigorous career technical and academic curriculum, which bridges school to work connections, and is a part of a larger effort to prepare young people for careers in the green economy. This course creates meaningful application of STEM education, while also exposing high	

Introduction to Renewable and Sustainable Energy

school students to infrastructure industries and green careers, as well as a 21st century use of technology-enabled instruction. By implementing a project-based learning model, students utilize newly acquired knowledge and integrate purposeful experiences directly into service-learning outreach to the broader campus as well as the local community. The Introduction to Renewable and Sustainable Energy course retains the rigor, relevance, and relationships of quality instruction while ensuring that a strong student culture is developed, student learning is meaningful to students, while they develop skills that are useful in the real world.

COURSE CONTENT

Course Goals:

The course will provide students with the opportunity to:

- Learn about the academic fields of Science, Technology, Engineering, and Math (STEM) through the examination of key issues in the fields of sustainability, energy, and related fields
- Gain an understanding of infrastructure industries and green career opportunities
- Be exposed to field work, hands-on construction, and project management

Course Objectives:

While completing the course “students will”:

- Develop an understanding of the pertinent environmental issues around energy that affect our daily lives and the future of our planet.
- Develop and carry out multiple service-learning projects with the purpose of promoting sustainability in students’ daily routines and attempting to restore damage caused to the earth through unsustainable methods.
- Understand environmental principles and how they are influenced by social, economic, political, and ethical issues; using these principles, students will construct solutions to current environmental problems.
- Understand the principles involved in the creation and passage of electricity; know the sustainable methods of garnering and sharing electrical energy.
- Learn the technical skills necessary for construction of various hands-on “green” projects, such as solar paneling and irrigation.
- Build working relationships with various energy corporations, as well as other environmental and political agencies, within California; work with these agencies to learn about and develop solutions to current and predicted environmental problems.

Course Competencies: Students will learn the following skills in this course:

1. Compare and contrast various definitions of renewable energy and sustainability.
2. Review scientific concepts of force, energy and power.
3. Summarize the correlation between ecological footprint, fossil fuel use and climate change.

Introduction to Renewable and Sustainable Energy

4. Examine governmental policy regarding energy conservation and renewable energies.
5. Assess the present state of technology and its implementation as well as the future potential of the different types of energy generation.
6. Explain the economics of combining energy conservation and renewable energy projects.
7. Explain energy generation and distribution sources and processes
8. Articulate the processes that consumers use for selection of "green" power and products.
9. Assess real energy usage through the energy auditing process and recommend possible energy conservation practices.
10. Explore the types of job opportunities available in the renewable energies industry and investigate the skills required for these jobs.

COURSE OUTLINE

- Expectations and Norms for the course

Module 1.1: Natural Resources and Sustainability

- Raw materials, production, use, disposal
- Economic externalities and the Tragedy of the Commons
- Environmental standards and regulation
- Sustainability
- What is green?
- Green jobs

Module 1.2: Our Ecological Footprint

- Carbon footprint
- Water footprint
 - Quantitative school water usage analysis
 - Personal water usage analysis
 - School water audit
- Energy audit

Module 1.3: Fossil Fuels & Climate Change

- Analysis of fuels energy and carbon output
- Carbon usage
- Global warming effects and scientific evidence
- Scientific process

Module 2.1: Intro to Energy

- Definition of energy
- How energy works, energy transfers & efficiency
- Laws of Thermodynamics
- Sources of energy

Introduction to Renewable and Sustainable Energy

- Electricity
- Fuels
- Measurement (Watts, BTUs, time, peak load, Ohm's Law)

Module 2.2: Renewable Sources of Energy

- Types of renewable
 - solar thermal energy
 - solar photovoltaics
 - bioenergy
 - hydroelectricity
 - tidal power systems
 - wind energy
- geothermal energy
- Growth projections for renewable energy

Module 2.3: Energy Generation and Distribution

- AC and DC power
- Transmission grid
- Energy careers
- Principles of combustion pressure
- Natural gas

Module 3.1: Energy Efficiency

- Residential energy usage
- Smart grid
- Distributed generation
- Energy efficiency opportunities
- Hands-on electrical opportunity
- Obama plan

Module 4.1: Energy Auditing

- Quality of Energy
- Heating, Ventilation, Air-Conditioning and Cooling (HVAC)
- Lighting
- Control Systems
- Insulation
- Building Envelope
- Analysis and Monitoring
- Energy Star

Module 5.1: Building and Products Efficiency

- Global consumption levels
- Architecture, construction, maintenance process
- LEED standards

Introduction to Renewable and Sustainable Energy

- Products and appliances life cycle impact

Module 6.1: Global Energy Issues

- Rising ocean levels
- Deforestation
- Increasing per capita energy needs
- Water scarcity
- Impacts of climate change
- Water pollution and treatment solutions

Integrated Topics and Projects:

- Leadership and Workforce Readiness:

The Leadership and Workforce Readiness program will be integrated within the Environmental Technology course and delivered through monthly lessons and occasional after school events and field trips.

The program will prepare students for the competitive demands of a 21st century economy by exposing them to professional, personal and social knowledge. Students will participate in experiential lessons covering the topics of professionalism, leadership development, and communication. They will receive support with practical skills such as resume writing and interviewing, as well as take part in team-building and group projects. Students will also be invited to participate in events that will require them to put their leadership and workforce skills into action.

- Core Abilities: In addition to specific job-related training, this course also facilitates development of abilities that are transferable and go beyond the context of a specific course. This class addresses the following core abilities:

1. Communicate Effectively
2. Understand and appreciate diversity
3. Learn effectively
4. Apply relevant technologies
5. Work cooperatively
6. Model responsible behavior
7. Value self
8. Think critically and creatively
9. Set and achieve goals
10. Demonstrate global awareness and sensitivity
11. Access and use appropriate information resources

- Solar Energy Project:

- Students will design and construct a solar powered shed, or other solar-powered system, for use by the school and/or the community.
- Goals and Objectives
 - 1) Students will gain greater understanding of the coursework through relevant hands-on projects.

Introduction to Renewable and Sustainable Energy

- 2) Students will be encouraged to give back to the community through service.
- 3) Students will be empowered to advocate for environmental causes.
- 4) Students will be challenged to apply what they have learned to real-life situations.
- 5) Students will take pride in their collective as well as individual accomplishments.
- 6) The existence of the student-constructed solar system will promote school and community awareness about the need for, and one approach to, energy conservation.

Instructional Materials:

This course will use instructional content from

Infrastructure Academy Online Curriculum:

An online learning management system (based on the open source Moodle platform) facilitated by the Infrastructure Academy, a Los Angeles based 501C3, environmental sustainability-focused curriculum development organization,

<http://learn.infrastructureacademy.org> ;

This content includes links to instructional resources (text, video, animations) from many different web sites, lesson plans for teachers, and assessments. This curriculum can be accessed here:

<http://learn.infrastructureacademy.org>

Username: infrastructure

Password: academy

ATTEi Curriculum: Curriculum developed by the Advanced Transportation, Technology, and Energy Initiative (ATTEi) of the California Community College system, <http://www.fourenergy.org/> and <http://www.attecolleges.org/>;

Primary Textbook(s):

This course will use the following textbooks:

Living in the Environment, G. Tyler Miller, Jr., 16th ed., Brooks/Cole Publishing, 2009.

Renewable Energy – Power for a Sustainable Planet: 2nd Edition, Godfrey Boyle, Oxford Press, 2004, <http://design.open.ac.uk/boyle/publications.htm>

Supplemental Texts

Text	Author/Organization	Website
<u>Electrical Level One</u>	National Center for Construction Education and Research, Pearson/Prentice Hall, 2008	www.nccer.org

Introduction to Renewable and Sustainable Energy

<u>Cadillac Desert</u>	Marc Reisner	
<u>Ecological Literacy</u>	Stone and Barlow, eds.	
<u>Hot, Flat, and Crowded</u>	Thomas L. Friedman	
<u>Our Choice</u>	Al Gore	
2009: Waxman-Markey Global Warming Tax	U.S. House Committee on Energy and Committee	http://www.govtrack.us/congress/billtext.xpd?bill=h111-2454
2006: California Global Warming Solutions Act	California Environmental Protection Agency	http://www.arb.ca.gov/cc/docs/a32text.pdf
1997: Kyoto Protocol	UN Framework Convention of Climate Change	http://unfccc.int/resource/docs/cconvkp/kpeng.html
1992: Agenda 21	UN Department of Economic and Social Affairs	http://www.un.org/esa/dsd/agenda21/res_agenda21_00.shtml

Supplemental Instructional Materials:

Organization/Tool	Website
Los Angeles Department of Water & Power	http://www.ladwp.com/ladwp/homepage.jsp
Pacific Gas and Electric Company	http://www.pge.com/about/careers
Four Energy	http://www.fourenergy.org
U.S. Department of Energy	http://www.energy.gov/
Energy Information Administration	http://www.eia.doe.gov/
U.S. Environmental Protection Agency	http://www.epa.gov/
United States Geological Survey	http://www.usgs.gov/
Hippocampus	http://www.hippocampus.org/Environmental%20Science;jsessionid=152BA9B917540A9664666E103D800FD4
Career Academy Support Network	http://casn.berkeley.edu
Northeast Wisconsin Technical College for their Renewable Energy-Solar Certificate program	http://www.nwtc.edu/academics/certificates/Pages/Renewable-Energy-Solar.aspx

Book	Source/Author	Website
<i>2008 National Electrical Code</i>	NFPA	
<i>Pipe Trades</i>	Thomas W. Frankland	

Video Resources

Introduction to Renewable and Sustainable Energy

- “11th Hour,” Leonardo DiCaprio
- “Cadillac Desert,” PBS
- “Home,” EuropaCorp-Elzevir Films
- “Inconvenient Truth,” Participant Films
- “Liquid Assets,” WPSU
- “Story of Stuff,”
<http://www.storyofstuff.com/>

Instructional Methods:

Students will engage in a variety of activities that balance direct instruction with project work. Students will be expected to apply the concepts and processes learned during direct instruction to their projects. Students will attend lectures, perform real-world projects, and participate in field trips, and have the opportunity to participate in summer internship opportunities in water conservation, energy efficiency, and others.

Methods of instruction will include:

- Hands-on learning opportunities using tools and scientific equipment
- Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content)
- Use of online curriculum including readings, videos, animations, and interactive tools
- Embedded assessments as a learning tool
- Student presentations, exhibits, and competitions
- Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning
- Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials, and textbooks
- Participation in community-based research projects with professional mentors
- Field research projects in schools and communities to relate classroom topics to real-world applications, e.g. solar energy and conservation techniques
- Service learning with younger students to share knowledge and engage younger students in applied research
- SDAIE (Specially Designed Academic Instruction in English)
- Development of language arts skills while students complete reports, journals, analyses, essays

Labs

To create hands-on experiences which will deepen the learning experience, students will engage in a series of labs and projects, such as the following:

- A **school wide energy audit** in which students will calculate the average amount of energy used in the school; collaboratively compile the data into a comprehensive report to be published to their school, in which students will provide suggestions for decreasing potential, or found, energy waste.
- **Personal/household water and energy audits:** Students will utilize water and electrical bills, as well as household and personal data to compile figures that summarize their water and electrical use.

Introduction to Renewable and Sustainable Energy

- **Deconstruct electronic products** (e.g., cell phone, DVD player, computer, modem) to study the various components necessary to build such products; research the sources of these components, the environmental damage to acquire such materials, and the passageways of the materials to needed locations. Students will compile all findings into collective reports of the life of each manufactured product from raw materials acquisition to disposal, with attention to recycling and reuse.
- Students will create **demo examples of renewable energy methods**, such as a small-scale turbine.
- Students across schools will collaborate in building a **solar-paneled shed**, cultivating their construction skills.

Evaluation Procedures:

Approximately 40 percent of the grade will be based on direct hands-on work (labs, experiments, and projects), with another 30 percent involving a combination of independent and collaborative student work (on-line work and assessment). Demonstration of student progress, proficiency in learned skills and topical knowledge, and work habits and cooperation, will be determined as follows:

Area for Evaluation	% of Total
Attendance, behavior, participation	10%
Workforce Skills	10%
Journal Writing, Documentation	10%
Labs, experiments	15%
Service-Learning Projects	25%
Online Coursework & Assessment	30%

Evaluative strategies will include formal and informal assessments will include (but not be limited to) the following:

- Presentations, independent or collaborative
- Performance-based activities and assessments such as experiments, demonstrations, discussions, debates, simulations, and projects
- Written evaluations, reflections, and analysis of performance-based activities
- Other written assignments, such as investigations, research (primary and secondary sources), justifications, and technical
- Written tests including multiple-choice, short answer, essay, and problem-solving questions
- Self- and peer-evaluations of work habits, collaboration, and cooperation

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: Proposed Advisory Course at Berkeley High School

BACKGROUND INFORMATION:

Berkeley High School is requesting approval to offer an Advisory curriculum in grades nine through twelve beginning in 2010-2011. The curriculum will provide a series of common topics and lessons for all students as they navigate their high school years at Berkeley High School and prepare for college and careers. Advisory will be required, and each student at Berkeley High will be assigned an advisor who is a faculty member in the student's Small Learning Community.

A specific focus has been identified for each year: the content in ninth grade is designed to help students make the transition from middle school to high school; the curriculum in sophomore year emphasizes building a college-bound culture; the junior year focuses on community service and preparation for college and career; and the senior year aims to prepare students to make the transition to post-secondary education.

While much of this content will be delivered during core classes, some will be provided to students during the eight advisory sessions that will be scheduled throughout the school year. In order for each Small Learning Community (SLC) to meet the needs of its students, each SLC has determined how to address the advisory outcomes within existing classes as noted on the attached matrix.

The attached course description has been approved by Berkeley High School Administration and the Berkeley High School Shared Governance Council.

POLICY/CODE:

Ed Code 51054
Board Policy 6141

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Approve the Advisory Course at Berkeley High School.

Recommendations for Monthly Friday Advisory Time

Advisors will be checking in with individual students during the monthly Friday Advisory time while providing structured advisory activities for students to work on independently or in small groups. The following is a suggested list of topics for each Advisory class by grade level and month, but each SLC will be modifying the topics as appropriate. Lessons for the Friday Advisory lessons will be available in both hard copies and online.

Advisory Calendar

	9th	10th	11th	12th
September	<ul style="list-style-type: none"> • Introductions • Getting to know each other • Purpose of advisory • Pre-assessment 	<ul style="list-style-type: none"> • Introductions • Getting to know each other • Purpose of advisory • Pre-assessment 	<ul style="list-style-type: none"> • Introductions • Getting to know each other • Purpose of advisory • Pre-assessment 	<ul style="list-style-type: none"> • Introductions • Getting to know each other • Purpose of advisory • Pre-assessment
October	<ul style="list-style-type: none"> • Credit check: A-G requirements and graduation requirements 	<ul style="list-style-type: none"> • PSAT • Credit check: A-G requirements and graduation requirements 	<ul style="list-style-type: none"> • PSAT • Credit check: A-G requirements and graduation requirements 	<ul style="list-style-type: none"> • College applications • College statements • Early decision, • Early action • SAT/ACT
November	<ul style="list-style-type: none"> • Goal setting; personal learning plan 	<ul style="list-style-type: none"> • 5 year plan check 	<ul style="list-style-type: none"> • 5 year plan • College search process 	<ul style="list-style-type: none"> • 5 year plan • College applications
January	<ul style="list-style-type: none"> • Organization and study skills 	<ul style="list-style-type: none"> • Time management 	<ul style="list-style-type: none"> • SAT/ACT • Stress and support networks 	<ul style="list-style-type: none"> • Financial Aid • Scholarships • FAFSA • Midyear assessment
February	<ul style="list-style-type: none"> • Credit check: A-G requirements and graduation requirements 	<ul style="list-style-type: none"> • Credit check: A-G requirements and graduation requirements 	<ul style="list-style-type: none"> • Credit check: A-G requirements and graduation requirements 	<ul style="list-style-type: none"> • College financial planning: <ul style="list-style-type: none"> - FAFSA - Cal Grants
March	<ul style="list-style-type: none"> • Test taking strategies 	<ul style="list-style-type: none"> • Test taking strategies 	<ul style="list-style-type: none"> • Test taking strategies 	<ul style="list-style-type: none"> • Community colleges & transfer process
April	<ul style="list-style-type: none"> • Career exploration 	<ul style="list-style-type: none"> • Career exploration 	<ul style="list-style-type: none"> • Career exploration • College essay 	<ul style="list-style-type: none"> • Living away from home: Housing and managing your responsibilities
May	<ul style="list-style-type: none"> • Values clarification and decision making • Summer planning • Post-assessment 	<ul style="list-style-type: none"> • Post-secondary options • Post-assessment 	<ul style="list-style-type: none"> • Summer planning: <ul style="list-style-type: none"> - Internships - Work experience - Classes • Post-assessment 	<ul style="list-style-type: none"> • Senior project • Support Networks • Post-assessment

Advisory Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): April 19, 2010	
1. Course Title BHS Advisory	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> other
2. Transcript Title(s) / Abbreviation(s) Advisory	
3. Transcript Course Code(s) / Number(s) To Be Determined	
4. School / Program Berkeley High School, Berkeley CA	
5. District: Berkeley Unified School District	
6. City Berkeley	10. Grade Level 9 th -12 th
7. School / District / Program Web Site www.integrateonlinelearning.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: Amy Frey 2) Title/Position: Berkeley High Vice-Principal 3) Phone: 510.644-6259 4) E-mail: amy_frey@berkeley.k12.ca.us	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input checked="" type="checkbox"/> Other: 0.0 Credits
13. Brief Course Description <p>Berkeley High School will offer an Advisory curriculum to grades nine through twelve. The curriculum will provide a common fund of knowledge, skills, and experiences that will serve all students as they navigate the high school years into college and careers. The ninth grade year will focus on the transition from middle school to high school. The sophomore year will emphasize building a college-going culture. The junior year will focus on community service and preparing for college and career, while the senior year will focus on the transition to post-secondary education. Each Small Learning Community (SLC) will have the flexibility to meet the advisory outcomes within existing classes in the manner that best meets the needs of their students. All teachers will be assigned a specific group of advisees from their SLC and will meet to check progress and attendance on during monthly Advisory class sessions. Monthly Advisory class sessions will meet between second and third periods.</p>	

B. COURSE CONTENT

Course Goals and/or Major Student Outcomes

There are three major goals for advisory across all grade levels:

1- Informational outcomes:

Provide all students with a common fund of information about college, A-G requirements, post secondary options, support and resources available in the BHS community.

2- Skill outcomes:

Support all students to build the skills necessary to be successful in high school and beyond (organizational, study skills, and strategies).

3- Relationship outcomes:

Personalize the BHS experience by providing a safe, caring, and cooperative culture where every student has at least one advocate who is tracking progress and needs. This will happen primarily during the monthly Friday Advisory meetings.

Most of the outcomes will be met in existing classes within each SLC.

9th Grade Advisory Outcomes:

- 9.1 Students will get to know themselves as a learner
- 9.2 Students will learn study skills
- 9.3 Students will learn note-taking skills
- 9.4 Students will learn organizational strategies
- 9.5 Students will develop a personal learning plan
- 9.6 Students will set personal and academic goals
- 9.7 Students will build community
- 9.8 Students will learn about making positive choices
- 9.9 Students will learn about A-G requirements
- 9.10 Students will learn about resources available to them
- 9.11 Students will learn about cultural competency
- 9.12 Students will learn about the characteristics of effective learners
- 9.13 Students will learn to be effective self-advocates
- 9.14 Students will learn effective communication skills
- 9.15 Periodic student progress reviews (once per month)

10th Grade Advisory Outcomes:

- 10.1 Students will build community
- 10.2 Students will develop a five-year plan
- 10.3 Students will understand college requirements
- 10.4 Students will learn about accessing BHS resources
- 10.5 Students will learn about time management
- 10.6 Students will learn test-taking strategies
- 10.7 Students will update their personal learning plans
- 10.8 Students will learn strategies for building resilience
- 10.9 Students will learn the characteristics of effective learners
- 10.10 Students will learn strategies for managing conflict
- 10.11 Students will learn effective study skills
- 10.12 Students will learn to set personal and academic goals
- 10.13 Students will learn about different types of post-secondary educational options
- 10.14 Periodic student progress reviews (once per month)

11th Grade Advisory Outcomes:

- 11.1 Students will build community
- 11.2 Students will review and update their five-year plan
- 11.3 Students will identify service learning opportunities
- 11.4 Students will learn about the Peralta Community College system and concurrent enrollment
- 11.5 Students will begin the college and career exploration process
- 11.6 Students will learn about work and internship options
- 11.7 Students will learn about the SAT and ACT
- 11.8 Students will receive SAT and ACT preparation
- 11.9 Students will learn about the characteristics of effective learners
- 11.10 Students will review academic progress and connect to resources
- 11.11 Students will learn the norms of professional work environments
- 11.12 Periodic student progress reviews (once per month)

12th Grade Advisory Outcomes:

- 12.1 Students will review and update their five-year plan
- 12.2 Students will identify benchmarks in post-secondary planning
- 12.3 Students will complete a college entrance essay
- 12.4 Students will investigate different careers
- 12.5 Students will choose a college or career that meets their needs and interests
- 12.6 Students will identify resources for post-secondary support
- 12.7 Students will learn about making adult choices
- 12.8 Students will learn to set goals
- 12.9 Students will learn about financial aid and other funding options
- 12.10 Students will learn about the characteristics of effective learners
- 12.11 Students will learn to write professional documents
- 12.12 Students will plan and complete a senior project
- 12.13 Periodic student progress reviews (once per month)

Role of the advisor

During the monthly advisory meetings, the advisor will...

- Check in individually with each advisee on a regular basis
- Help students access services when they have a pressing issue or crisis
- Refer advisees to their counselor and/or administrator for major academic, counseling, and guidance concerns
- Review advisees' previous academic and guidance records at least once during the fall semester
- Provide a structured activity from the advisory handbook to engage students while teacher does check-ins
- Remain professional at all times (use discretion when disclosing personal experiences)

The advisor will *not*...

- Try to be "friends" with their advisees (it's not about being "liked")
- Try to "solve" students' problems
- See themselves as a replacement for guidance counselors, social workers, parents, school nurses, or psychologists
- Provide extensive academic or social counseling and guidance
- Allow advisory time to be used for students to "talk about teachers/staff" or gossip about other students
- Use advisory to express their personal opinion about school policies, procedures, or colleagues

Outcomes by Small Learning Community Chart

Please see the attached chart.

Logistics:

1. **WHEN:** Most Advisory outcomes will be met during existing SLC classes (see attached chart). Monthly check-ins on grades and attendance will happen in monthly Friday Advisory meetings. The monthly Advisory class will meet for 48 minutes between second and third periods. There will be no nutrition break on those days and lunch will take place after third period instead of taking place after fourth period.
2. **WHERE:** Each SLC will ensure that each of their rooms will be used for an Advisory class. Every student will be assigned an Advisor in a room with computer access to be able to check grades and attendance on PowerSchool.
3. **LESSON DISTRIBUTION:** A binder of lessons for each of the Advisory outcomes, including suggested lessons for each of the Monthly Advisory classes, will be available in hard copy and online to all teachers.
4. **HOW MANY STUDENTS PER CLASS:** Each Advisory group will include approximately 28-30 students. Each SLC will determine the exact number based on space available and the number of teachers leading Advisories.

Methods of Assessment:

Progress on advisory outcomes will be measured by the following methods:

1. Student pre- and post- self-evaluations. Each student will complete a rating scale set up through Datawise to evaluate their own level of competency for each of the specific grade-level outcomes.
2. Attendance in the monthly Advisory class.
3. Teacher survey administered at the end of the year evaluating the Advisory program and suggesting improvements.
4. Annual student perception survey administered by UC Berkeley's Professor Frank Worrell.

Professional Development

Resources for professional development for advisory implementation will be as follows:

Time: Each SLC will develop their 2010-11 Professional Development plan considering their staff's needs regarding their capacity to meet advisory outcomes. The time for this professional development will be during the Monday late starts.

Money: SLC Grant and BSEP Teacher-Initiated Professional Development Funds will prioritize the support needed for advisory implementation.

Outcome	Grade 10 Advisory Outcomes	AC Classes Where Goal Will Be Met	BIHS Classes Where Goal Will Be Met	CPA Classes Where Goal Will Be Met	Grade 10 Advisory Outcomes	CAS Classes Where Goal Will Be Met	GA Classes Where Goal Will Be Met	AHA Classes Where Goal Will Be Met
10.1	Building community	All classes	English and History	IMP3, World History, World Lit, Chemistry, Spanish, Computer Art	Building community	All CAS Classes	Green Academy Whole School Events & Learning Expeditions	World History, World Literature, Honors Anatomy, visual art, performing art, IMP-3
10.2	Students will make a five-year plan	Monthly Advisory Class	History	Computer Art	Students will make a five-year plan	English w/ support in other subjects	Introduction to Environmental Science & Introduction to Energy	Monthly Advisory Class
10.3	Students will understand college requirements	Counselor presentations, all classes	History	IMP 3	Students will understand college requirements	History, Monthly Advisory Class	Intro. to Env. Sci. and Intro. to Energy	Monthly Advisory Class
10.4	Students will learn about accessing BHS resources	Monthly Advisory Class	English	IMP3, Computer Art	Students will learn about accessing BHS resources	All CAS Classes	World Lit., World History, Intro. to Env. Sci. and Intro. to Energy, Chem., Algebra 2	AHA World History, AHA World Lit.
10.5	Students will learn time management	All classes	Economics	IMP3, World History, World Lit, Chemistry, Spanish, Comp. Art (common practices)	Students will learn time management	English and History	Intro. to Env. Sci. and Intro. to Energy	AHA Honors Anatomy, Monthly Advisory Class
10.6	Students will learn test-taking strategies	All classes	All core classes	IMP3, World History, World Lit	Students will learn test-taking strategies	Math, History, English	World Lit., World History, Intro. to Env. Sci. and Intro. to Energy, Chem., Algebra 2	AHA World Literature, Monthly Advisory Class
10.7	Students will update their Personalized Learning Plan (PLP)	Monthly Advisory Class	History	Computer Art, IMP3, English, History, Science	Students will update their Personalized Learning Plan (PLP)	Monthly Advisory Class	Intro. to Env. Sci. and Intro. to Energy	Monthly Advisory Class
10.8	Students will learn to strategies for building resilience	English	English	IMP 3	Students will learn to strategies for building resilience	English, Math, and History	Intro. to Env. Sci. and Intro. to Energy	Honors Anatomy, World History, World Literature, Honors Anatomy, IMP 3
10.9	Students will learn the characteristics of effective learners	History	Comparative Values	IMP3, World History, World Lit, Chemistry, Computer Art	Students will learn the characteristics of effective learners	History, Math	World Lit., World History, Intro. to Env. Sci. and Intro. to Energy, Chem., Algebra 2	Visual art, performing art, World History, World Literature, Honors Anatomy, IMP 3
10.10	Students will learn strategies for managing conflict	English	English	Computer Art	Students will learn strategies for managing conflict	History and computer arts	World Lit., World History, Intro. to Env. Sci. and Intro. to Energy, Chem., Algebra 2	Monthly Advisory Class, AHA World Literature
10.11	Students will learn effective study skills	All classes	All core classes	IMP 3, World Lit, World History, Chemistry	Students will learn effective study skills	Math, History, English	World Lit., World History, Intro. to Env. Sci. and Intro. to Energy, Chem., Algebra 2	AHA Honors Anatomy, Monthly Advisory Class
10.12	Students will learn to set personal and academic goals	All classes	History	Computer Art	Students will learn to set personal and academic goals	English, History, Math	Intro. to Env. Sci. and Intro. to Energy	AHA World History, Monthly Advisory Class
10.13	Types of post-secondary educational options	Monthly Advisory Class	English (w/ counselors)	IMP 3	Types of post-secondary educational options	Math, English, History	Intro. to Env. Sci. and Intro. to Energy	AHA World History, AHA World Lit.
10.14	Periodic student progress reviews (once per month)	Monthly Advisory Class	Monthly Advisory Class	Monthly Advisory Class	Periodic student progress reviews (once per month)	Monthly Advisory Class	Monthly Advisory Class	Monthly Advisory Class
								The AHA monthly advisory class will meet for a minimum of 3 hours per meeting.

Outcome	Grade 11 Advisory Outcomes	AC Classes Where Goal Will Be Met	BIHS Classes Where Goal Will Be Met	CPA Classes Where Goal Will Be Met			
11.1	Students will build community	English, History, Math, Science	English, History	Community Service Professions (CSP), all junior core classes			
11.2	Students will review and update their five year plan	History and Monthly Advisory Class	History	CSP			
11.3	Students will identify service learning opportunities	History, Science	History (part of C.A.S. program)	CSP, English Buddy Reading			
11.4	Students will learn about the Peralta college system and concurrent enrollment	English, Counseling visits	English	CSP			
11.5	Students will begin the college and career process	English, Counseling visits	English	CSP			
11.6	Students will learn about work and internship options	History, Science	History	CSP			
11.7	Students will learn about SAT and ACT	English, Algebra 2, Math Analysis	English	English, CSP			
11.8	Students will receive SAT and ACT preparation	English, Algebra 2, Math Analysis	English	English, Math, CSP			
11.9	Students will learn about the characteristics of effective learners	English, History, Math, Science	History	CSP, English			
11.10	Students will review academic progress and connect to resources	English, History, Math, Science	English	CSP			
11.11	Students will learn the norms of professional work environments	English	History	CSP			
11.12	Periodic student progress reviews (once per month)	Monthly Advisory Class	Monthly Advisory Class	Monthly Advisory Class			

Outcome	Grade 12 Advisory Outcomes	AC Classes Where Goal Will Be Met	BIHS Classes Where Goal Will Be Met	CPA Classes Where Goal Will Be Met			
12.1	Students will review and update their five year plan	English	History	Berkeley Experiential Senior Transition (BEST)			
12.2	Students will identify benchmarks in post secondary planning	English, History	History	BEST			
12.3	Students will complete a college entrance essay	English	English	English			
12.4	Students will investigate different careers	Math, Economics, Science	History	BEST			
12.5	Students will choose a college/career that meets their needs and interests	Math, Economics, Science	English, History	BEST			
12.6	Students will identify resources for post secondary support	Counseling presentation, English	English	BEST			
12.7	Students will learn about making adult choices	English	History	BEST			
12.8	Students will learn to set goals	English, History	History	BEST			
12.9	Students will learn about financial aid and other funding options	Counseling presentation, English	English	BEST			
12.10	Students will learn about the characteristics of effective learners	English, History	English	Economics, BEST			
12.11	Students will learn to write professional documents	Economics	English	BEST, Government			
12.12	Students will plan and complete a senior project	English, History	English, Theory of Knowledge	BEST			
12.13	Periodic student progress reviews (once per month)	Monthly Advisory Class	Monthly Advisory Class	Monthly Advisory Class			

Grade 12 Advisory Outcomes	CAS Classes Where Goal Will Be Met	GA Classes Where Goal Will Be Met	AHA Classes Where Goal Will Be Met			
Students will review and update their five year plan	BEST	BEST History/English	Monthly Advisory Class			
Students will identify benchmarks in post secondary planning	English, BEST	BEST History/English	AHA Senior Internship Class			
Students will complete a college entrance essay	English	Composition	AHA Composition and Genre Literature			
Students will investigate different careers	Media	BEST History/English	AHA Senior Internship Class			
Students will choose a college/career that meets their needs and interests	English, BEST, Destination College	BEST History/English	AHA Senior Internship Class			
Students will identify resources for post secondary support	English, BEST	BEST History/English	AHA Senior Internship Class			
Students will learn about making adult choices	Panels through Senior Seminar	BEST History/English	Composition and Genre Literature, Monthly Advisory Class			
Students will learn to set goals	English, BEST	BEST History/English	AHA Senior Internship Class			
Students will learn about financial aid and other funding options	Economics, Media, BEST/English: FAFSA Workshop	BEST History/English	AHA Government and Economics			
Students will learn about the characteristics of effective learners	English/BEST Education Unit	Composition, Gov/Econ, BEST History/English	Government and Economics, Composition and Genre Literature, Senior Internship class, AP Art			
Students will learn to write professional documents	BEST: Resume	BEST History/English	AHA Senior Internship Class			
Students will plan and complete a senior project	BEST Senior thesis, exhibition, portfolio, internships	BEST History/English	AHA Composition and Genre Literature, Senior Internship Class			
Periodic student progress reviews (once per month)	Monthly Advisory Class	Monthly Advisory Class	Monthly Advisory Class			
			The AHA monthly advisory class will meet for a minimum of 3 hours per meeting.			

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: April 28, 2010
SUBJECT: Recommendation of Project Allocations to be Contained in a New Bond

BACKGROUND INFORMATION

The administration and the Board have been discussing the possibility of a new bond and a renewal of the maintenance parcel tax. A Superintendent's Facilities Committee was created in the fall. The work calls for the Board to determine a project list in April, language to be reviewed in May and a final decision to proceed in June.

On February 24, 2010, the Board accepted a report from the Superintendent's Facilities Advisory Committee and approved hiring a public opinion surveyor. On March 24, 2010, the Board heard a report from the surveyor. On April 14, 2010, the Superintendent made his recommendations to the Board. A public forum was held on April 21st to inform the public and solicit additional feedback. Tonight we are asking the Board to adopt the recommendations.

Staff is recommending:

1. To proceed with a Proposition 39 Bond in November 2010 which would cover District needs for the period 2011 to the end of 2020;
2. To stay at or below the maximum tax paid by the Berkeley voters for bonds (\$172.80 per \$100,000 of assessed value);
3. To simultaneously proceed with a renewal of the Maintenance Special Tax for ten years; and,
4. To proceed with a defined project list that requires a bond of \$210 million.

In approving a Proposition 39 Bond, the Board is required to certify that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List. Staff believes that the project list meets this requirement.

The following is the proposed allocation for projects:

1.	21 st Century Learning	\$ 15,600,000
	a. Career Technical Education and Other Technology	\$14.4 Million
	b. Science Labs	\$1.2 Million
2.	Seismic	\$ 42,500,000
	a. BHS South of Bancroft Completion	\$28 Million
	b. BHS Bridge	\$0.5 Million
	c. Maintenance Department	\$14 Million
3.	Growth	\$ 7,700,000
	a. Elementary	\$4.7 Million
	b. Pre-Kindergarten	\$3 Million
4.	Upgrade Student Support Spaces	\$ 9,735,000
	a. Longfellow Culinary	\$5 Million
	b. Dining Room Improvements at 3 sites	\$1.235 million
	c. Improve Field at Derby Street	\$3.5 Million
5.	System Upgrade and Replacement	\$101,518,000
	a. Solar Projects	\$6.41 Million
	b. Replacing Obsolete Building Systems	\$95.108 Million
6.	Program items	\$ 49,994,000
	a. Inflation	\$36.182 Million
	b. Program management	\$3 Million
	c. Program contingency	\$10.812 Million
Total		\$227,047,000
Income from Other Sources:		(\$ 17,066,000)
Total Bond		\$209,981,000

Planned Income From Other Sources

There are a number of sources of income for which the District will be eligible if it proceeds with the proposed program. The District will be eligible for State Bond Funds, Deferred Maintenance Funds, utility rebates, and bond interest income. The District also will receive some funds from the proceeds from surplus property sales and can decide to devote a portion of its available bond balance to partially offset the proposal and to help delay the first issuance. The District may be eligible for \$10,800,000 in State Bonds (primarily from the High School and Career Technical Education); Deferred Maintenance Funds of \$2,400,000 (planned budget only after the flexibility measure expires); utility rebates of \$900,000 (solar and some other energy saving projects); and interest income of \$1,466,000. The District will receive \$750,000 in proceeds from the sale of one of its properties, and could devote \$750,000 of its current facility's funds to jump start the program outlined above. The total other income that could be realized is \$17,066,000.

Income Over Expenditures

The proposal is estimated at \$227,047,000. The other funding is estimated to be \$17,066,000. A local bond of \$209,981,000 is needed to fund the proposal as planned.

Staff has done further exploration of Career Technical Education since the April 14th Report. Career Technical Education (CTE) is an area of interest throughout the State. Districts have explored and been funded in the development of scores of different options, varying from aerospace to agriculture. Districts frequently choose options that fit into the local industries or job opportunities. Attached to this document is a brief report of our preliminary exploration.

POLICY/CODE

Not Applicable.

FISCAL IMPACT

As outlined.

STAFF RECOMMENDATION

Approve the bond program allocations.

CAREER TECHNICAL EDUCATION ATTACHMENT

In early April, the District hired WLC Architects to assist in a conceptual exploration and cost for possible Career Technical Education strands. The Superintendent, the Assistant Superintendent of Educational Services, the Adult School Principal and the Facilities Director met with WLC to explore possible CTE programs that might fit in Berkeley. The purpose of the exploration was not to eliminate any options, but was intended to pick a few choices for estimating. The four options chosen for further exploration were:

1. Culinary Arts;
2. Health;
3. Green tech/building trades; and,
4. Performing Arts/Multi Media.

An assumption under each option was that approximately 150 students might be interested in each program.

To prepare a budget, a program must be developed to determine how large a space is needed and what equipment budget needs to be established. As we are not fully developing a program at this time, we must use models from other schools and from our best thoughts about the needs of students. We also wanted to discuss which programs must be on the High School site and which could be in alternate locations. A range of costs was established depending on whether building(s) could be modernized or must be built new. It is probable that the final choice will be a mix of the two.

Culinary Program. 6,000 square feet. This program mirrors the attached floor plan from a recent WLC project at St Helena High School.

- a. New kitchen with six cooking stations and a demonstration station;
- b. Four station bakery area and demo tables;
- c. Prep area;
- d. Walk-in refrigerators and freezer;
- e. Dry storage;
- f. Furniture storage;
- g. One classroom/restaurant seating area; and,
- h. Equipment budget of \$500,000

Health Program. 3,875 square feet

- a. Two classrooms at 1,200 square foot each;
- b. Two exam/training rooms at 200 square foot each;
- c. Two offices at 150 square foot each;
- d. 25% increase for circulation and support areas; and,
- e. Equipment budget of \$350,000.

Green Technology / Building Trades Program. 4,325 square feet

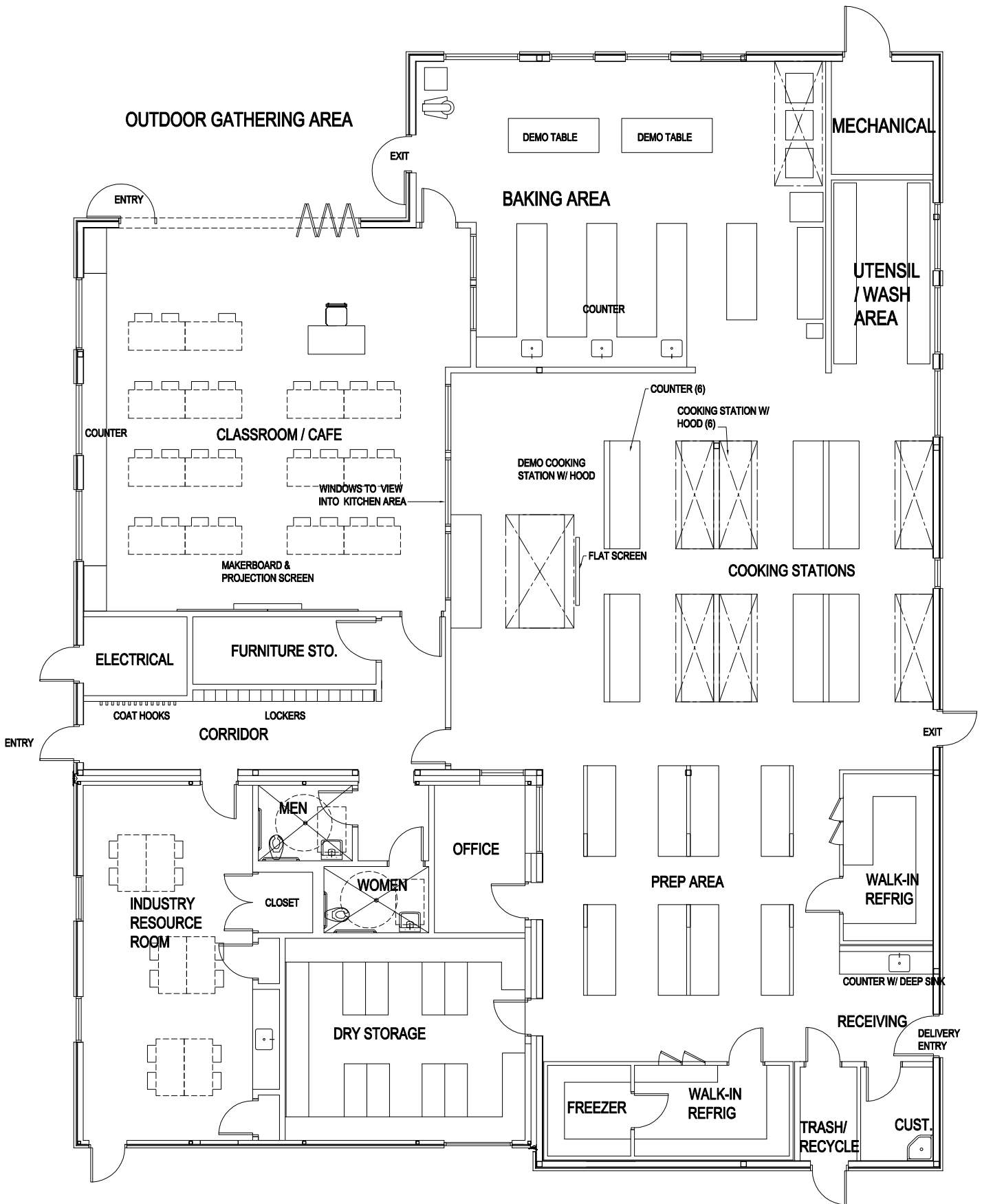
- a. One shop classroom at 2,500 square feet;
- b. One classroom at 960 square feet;
- c. 25% increase for circulation and support areas; and,
- d. Equipment budget of \$750,000.

Performing Arts/Multi Media Program.

- a. Use of the Community Theater building and partnering with Berkeley Community Media;
- b. One video production lab of 2,000 square feet;
- c. One computer/animation studio of 1,200 square feet;
- d. Upgrade to the existing stage shop area of 1,200 square feet; and,
- e. Equipment budget of \$1 million.

TYPE	SIZE	MODERNIZE	NEW	OPTIONS
Culinary	6,000	\$2.9 M	\$5M	Off site
Health	3,875	\$1.9 M	\$3.3M	Off site
Green Tech	4,325	\$2.6 M	\$4.2M	Best on site
Performing	4,400	\$3.0 M		On site

It is our best estimate that the District may be able to fund up to three distinct programs. In order to more fully develop these programs, considerable discussion and program development is needed before proceeding with any design.



**CULINARY BUILDING
OPTION 3**

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Ed. D., Assistant Superintendent, HR
DATE: April 28, 2010
SUBJECT: Job Descriptions – Director, Student Services
Manager, Student Services

BACKGROUND INFORMATION

Our current Director of Student Services will be retiring at the end of the 2010 school year. The position of Manager of Student Services was eliminated at the end of the 2009 school year. There has been no job description for either a Director of Student Services or Manager of Student Services. Staff is presenting job descriptions that highlight the essential duties and other responsibilities for both of these positions.

The superintendent's budget advisory committee will be making recommendations this Spring regarding the position and a determination will be made later regarding which position, if either will be filled. Approval of a job description may be separate and apart from the hiring for that position. Therefore, staff is bringing both job descriptions forward at this time.

POLICY/CODE

FISCAL IMPACT
None at this time.

STAFF RECOMMENDATION
Approve Job Descriptions

JOB DESCRIPTION

Position Title: Director of Student Services
Reports to: Assistant Superintendent of Educational Services
Function: To provide leadership and management in developing, administering, monitoring, and evaluating student welfare and attendance systems, guidance and discipline services, and alternative secondary programs.

Direct Supervision of Staff

Certificated Administrators
Classified Supervisor
Office Staff

Performance Responsibilities

1. Interpret, maintain and monitor compliance with Board policies, administrative rules and regulations, state and federal mandates and due process on matters of pupil personnel services, student records, enrollment policies and notification of parents. E
2. Coordinate the development and implementation of the School Site Safety Plan. E
3. Research and develop innovative alternative secondary education programs. E
4. Assist in compiling and submitting accurate reports as related to pupil personnel services as required by District, state and federal regulations. E
5. Manage data systems in areas of dropout prevention, suspensions, expulsions and transfers. E
6. Serve as the disciplinary issues resource to site principals. E
7. Direct and monitor the implementation of the Universal Learning Support System and Student Study Team (SST) processes. E
8. Serve as compliance officer including but not limited to: Uniform Complaints, Williams, and other District Complaints. E
9. Meet on a regularly scheduled basis with school-level leadership personnel responsible for student services in the schools. E
10. Function as the hearing officer for appeals involving intra-district and inter-district transfers and student suspensions. Hear suspension appeals. E
11. Oversee and as necessary plan, organize, and implement all student placements. E
12. Administer, coordinate and evaluate the various district and site level guidance and counseling services.
13. Direct and coordinate all programs related to child welfare and attendance, home hospital, Safe & Drug Free schools and 504. E
14. Conduct District hearings for truancy, exclusions, and expulsions. E

15. Chair all expulsion administrative hearing panels and make presentations to the Board. Represent the District at the county level. Provide training to school site administrators. E
16. Oversee and coordinate the School Attendance Review Board (SARB) process. E
17. Develop and supervise the implementation of procedures for the custodianship of student records in compliance with state and federal law and District policy. E
18. Oversee plan and interventions involving student use of alcohol, tobacco, and other drugs.
19. Develop and maintain liaison with appropriate agencies in the community, including police and probation departments. E
20. Direct, allocate and monitor funds in the areas of responsibilities. E
21. Work with Human Resources to make recommendations for the selection, assignment, evaluation and transfer of personnel.
22. Do research, prepare agenda items and make presentations to the Board of Education as assigned. E
23. Attend job-related meetings and activities including the Educational Services Division meetings, principal meetings and other meetings as assigned. E
24. Work cooperatively with members of the Superintendent's Cabinet, directors, other managers, principals and all other departments in coordinating the functions of this position.
25. Assemble, interpret and distribute legal updates and regulations to school sites and District Office. E
26. Develop revisions as necessary to District policies, and in-service management team to ensure consistent implementation. E
27. Perform additional duties as assigned by the Assistant Superintendent of Educational Services.

JOB DESCRIPTION

Position Title: Manager of Student Services
Reports to: Assistant Superintendent of Educational Services
Function: To provide leadership and management in administering, monitoring, and evaluating student welfare and attendance systems, guidance and discipline services, and alternative secondary programs.

Direct Supervision of Staff

Certificated Administrators
Classified Supervisor
Office Staff

Performance Responsibilities

1. Interpret, maintain and monitor compliance with Board policies, administrative rules and regulations, state and federal mandates and due process on matters of pupil personnel services, student records, enrollment policies and notification of parents. E
2. Coordinate the development and implementation of the School Site Safety Plan. E
3. Assist in compiling and submitting accurate reports as related to pupil personnel services as required by District, state and federal regulations. E
4. Manage data systems in areas of dropout prevention, suspensions, expulsions and transfers. E
5. Serve as the disciplinary issues resource to site principals. E
6. Serve as compliance officer including but not limited to: Uniform Complaints, Williams, and other District Complaints. E
7. Meet on a regularly scheduled basis with school-level leadership personnel responsible for student services in the schools. E
8. Function as the hearing officer for appeals involving intra-district and inter-district transfers and student suspensions. Hear suspension appeals. E
9. Oversee and as necessary plan, organize, and implement all student placements. E
10. Administer, coordinate and evaluate the various district and site level guidance and counseling services.
11. Direct and coordinate all programs related to child welfare and attendance, home hospital, Safe & Drug Free schools and 504. E
12. Conduct District hearings for truancy, exclusions, and expulsions. E
13. Chair all expulsion administrative hearing panels and make presentations to the Board. Represent the District at the county level. Provide training to school site administrators. E

14. Oversee and coordinate the School Attendance Review Board (SARB) process. E
15. Oversee plan and interventions involving student use of alcohol, tobacco, and other drugs.
16. Develop and maintain liaison with appropriate agencies in the community, including police and probation departments. E
17. Direct, allocate and monitor funds in the areas of responsibilities. E
18. Work with Human Resources to make recommendations for the selection, assignment, evaluation and transfer of personnel.
19. Attend job-related meetings and activities including the Educational Services Division meetings, principal meetings and other meetings as assigned. E
20. Work cooperatively with members of the Superintendent's Cabinet, directors, other managers, principals and all other departments in coordinating the functions of this position.
21. Assemble, interpret and distribute legal updates and regulations to school sites and District Office. E
22. Develop revisions as necessary to District policies, and in-service management team to ensure consistent implementation. E
23. Perform additional duties as assigned by the Assistant Superintendent of Educational Services.

BERKELEY UNIFIED SCHOOL DISTRICT

To: William Huyett, Superintendent
From: Francisco Martínez, Director of Classified Personnel
Date: April 28, 2009
Subject: Personnel Commission Budget, FY 2010-11

BACKGROUND INFORMATION

Education Code 45253 mandates that the Personnel Commission hold a public hearing on its proposed budget for the following fiscal year no later than May 30th. Education Code 45253 further stipulates that the Personnel Commission forward a copy of the proposed budget to the Board of Education and notify the Board of the date, time and location of the public hearing so that the Board and administrative representatives may attend the public hearing and present their views on the proposed budget.

The Personnel Commission hereby submits its proposed budget to the Berkeley Unified School District Board of Education. The Personnel Commission would like to adopt its proposed budget on May 6, 2010. The meeting will be held in the Administrative Annex Conference Room (1835 Allston Way, Berkeley, CA 94703) at 4:00 P.M.

The District's Fiscal Services Director and Director of Classified Personnel met and drafted the proposed budget. The Personnel Commission budget falls within the budgetary constraints provided by the Fiscal Services Department. The 2009-10 fiscal year Personnel Commission's budget totaled \$310,079. The 2010-11 fiscal year proposed Personnel Commission's budget totals \$288,073. The proposed budget includes a reduction of 0.20 FTE Clerical Specialist and reductions for professional consulting and office supplies.

POLICY/EDUCATION CODE

Education Code 45253

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive for information the proposed 2010-11 fiscal year Personnel Commission Budget.

BERKELEY UNIFIED SCHOOL DISTRICT		
FY 2010-2011 BUDGET REQUEST FORM		
DEPARTMENT/SCHOOL: Personnel Commission		
DATE: July 1 2010 - June 30, 2011		
ITEMS REQUESTED	CODE	AMOUNT REQUESTED
Staffing FTE:		
1.0 FTE Director, Including Statutory Benefits	2302/7403	\$147,834.00
1.0 FTE Administrative Assistant, Including Statutory Benefits	2402/7403	\$62,501.00
Subs/Proctors, Including Statutory Benefits	2416/7403	\$4,697.00
Hourly Overtime	2412/7403	\$3,163.00
Total Salary Requests		\$218,195.00
Other Items:		
Books and Other Ref. Material	4200/7403	\$500.00
Other Supplies	4350/7403	\$9,800.00
Equipment	4400/7403	\$1,114.00
Travel and Conference	5200/7403	\$3,999.00
Dues and Memberships	5300/7403	\$3,000.00
Central Printing - Xerox	5712/7403	\$5,000.00
Copier Lease - Intrafund	5713/7403	\$8,640.00
Postage/Federal Express/Certified Mail	5910/7403	\$475.00
Total Other Items		\$32,528.00
Prof/Consulting Svcs & Operating Expenses:		
Prof/Consulting Svcs	5800/7403	\$4,600.00
Legal Counsel	5829/7403	\$10,000.00
Commissioner Fees	5800/7403	\$3,400.00
Hot Jobs/Craigslist/CASBO	5800/7403	\$3,750.00
Recruiting/Advertising	5800/7403	\$5,000.00
Applications/Announcements/Copying	5800/7403	\$3,200.00
Testing (CODESP)	5800/7403	\$1,900.00
Pre-employment Examinations (Kaiser)	5800/7403	\$3,500.00
Drug Testing (Bus Drivers per State Requirement and Union Contract Provisions)	5800/7403	\$2,000.00
Total Prof/Consulting Svcs & Operating Expenses		\$37,350.00
Grand Total		\$288,073.00

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Ed. D., Assistant Superintendent, HR
DATE: April 28, 2010
SUBJECT: Public Hearing on Proposal to Negotiate with BFT

BACKGROUND INFORMATION

BUSD is proposing to negotiate the implementation of furlough days for the 2010-2011 school year with the Berkeley Federation of Teachers (BFT). BUSD considers these furlough days possible alternatives to other cost-cutting measures such as layoffs as we continue to seek ways to adjust to forced reductions in the overall operating budget of the District.

The Rodda Act (Senate Bill 160, 1975) requires that proposals for negotiations be presented for public comment at a publicized school board meeting.

This was sunshined at the last Board meeting on April 14, 2010 and is now being presented for Public Hearing.

POLICY/CODE

BUSD Board Policy (BP 4143.1, 4243.1)

FISCAL IMPACT

None at this time

STAFF RECOMMENDATION

Hold Public Hearing

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
Sharon Friedman, Coordinator, Professional Development
DATE: April 28, 2010
SUBJECT: Professional Development for Teachers 2009-2010 Overview

BACKGROUND INFORMATION:

The current professional development initiatives in BUSD have been identified through the work of study groups of teachers and administrators in previous years, always with the goal of improving our capacity to meet the needs of our students. The key themes of best practices, cultural competence, core content instruction in reading language arts and mathematics, new teacher support, and support for the students who are not experiencing success continue to be strongly evident in the work and learning of 2009-2010. All of these initiatives are aligned with the District's 2020 Vision.

The BUSD Professional Development Initiatives 2008-2009 packet outlines professional development coordinated and offered centrally through Educational Services primarily for K-12 teachers. It presents an overview of the targeted groups for professional development, the types of activities, and the assessments that are used in each area. This document does not reflect site-driven professional development, additional administrator training, preschool staff training, or classified staff training.

The BUSD Professional Development Initiatives 2009-2010 packet is being presented to the Board for information.

POLICY/CODE:

Board Policy 6142.6, 6142.91, 6142.92

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Receive the BUSD Professional Development for Teachers 2009-2010 Overview for information.

BUSD PROFESSIONAL DEVELOPMENT INITIATIVES 2009-2010

TEACHING PRACTICES to ENGAGE ALL LEARNERS K-12

- Support for English Learners Through Academic Language Development
- Culturally Responsive Teaching and Learning
- Site-Based Equity-Centered Professional Learning Communities
- Differentiated Instruction to Challenge and Engage GATE Students

ELEMENTARY MATH

- Coaching for 2nd and 3rd Grade Teachers
- Training for Math Teacher Leaders at Each Site, including Everyday Math Advanced Training
- Data-Analysis to Drive Instruction
- Everyday Math Training for After-School Programs Staff and Instructional Assistants

ELEMENTARY LITERACY

- Teaching and Assessing Reading, Writing, and Spelling
- Literacy Coaches at each site to improve teaching and learning

MIDDLE SCHOOL MATH

- Data-Analysis to Drive Instruction
- Training for Math Teacher Leaders at Each Site
- Training in Holt Math for After-School Programs Staff who provide Homework Support

MIDDLE SCHOOL LANGUAGE ARTS

- Expository Writing Instruction and Assessment
- Reading Instruction Alignment and Assessment

BTSA INDUCTION (K-12)

- Training in Equity, English Learners, Special Education, GATE, and Differentiated Instruction
- Classroom Management Training
- Formative Assessment for California Teachers (FACT) Training
- Training for Teachers who are Support Providers for New Teachers

UNIVERSAL LEARNING and SUPPORT SERVICES (ULSS)

- Positive Behavior Support: Building Effective Schools Together (BEST)
- Response to Intervention (RtI) Training

BUSD Professional Development 2009-2010: BTSA INDUCTION K-12

- Teacher Expectations:
- All eligible teachers in BUSD will participate in our BTSA Induction Program in and successfully complete Induction Requirements so that they can receive Professional Clear Teaching Credentials.
 - All Participating Teachers (PT's) will develop a reflective approach to teaching practice.
 - All new Support Providers (SP's) will learn mentoring skills to use as they support new teachers.
 - All PT's will learn about teaching for Equity, English Learners, Special Ed. and GATE for their BTSA Inquiry work.
 - All PT's and SP's will deepen understanding of California Standards for the Teaching Profession (CSTP's)
 - Site administrators will be knowledgeable about the BTSA activities and the support needed for new teachers.

TARGET GROUP/ ACTIVITY ↓	August/ September	October	November/ December	January	February/ March	April	May/ June
Program Assessments	Seminar Evaluations ongoing	Seminar Evaluations ongoing	Seminar Evaluations ongoing	Mid-Year One-on-One Conferences	BTSA Mid-Year Surveys	Seminar Evaluations ongoing	Inquiry folders; BTSA Colloquium; On Line Surveys
ALL BTSA PARTICIPATING TEACHERS (PT'S) BTSA Seminars, Workshops, and Induction Requirements	BTSA Induction candidates include all teachers with Preliminary Credentials. They are on a 5-year timeline imposed by the California Commission on Teacher Credentialing (CCTC) to complete requirements for their Professional Clear Credentials. Participating Teachers (PT's) participate in 2 years of BTSA Induction, working weekly with an assigned Support Provider (SP) to learn how to be reflective practitioners and to complete Induction requirements. Upon fulfilling BTSA Induction completion requirements, the East Bay BTSA Induction Consortium (EBBIC) applies to CCTC for the Professional Clear Credential on behalf of the teacher. PT's attend seminars after school throughout the year in addition to weekly meetings with SP's. PT's and SP' have ongoing reflective conversations together using prompts designed to deepen understanding of California Standards for the Teaching Profession, Equity, English Learners, Special Ed., and GATE. PT's also conduct Inquiries in which they look at student data, develop teaching questions looking to outcomes that can be assessed, and teach related lessons that are observed by and debriefed with the SP.						
BTSA AND OTHER BUSD TEACHERS Classroom Management	A two-session training on Classroom Management strategies and techniques was open to BTSA and all BUSD teachers in the fall. It was organized by EBBIC and presented by consultants.						
BTSA SUPPORT PROVIDERS (SP'S) BTSA Seminars and Workshops	Experienced teachers apply to be Support Providers (SP's) and to work with Year 1 and Year 2 Participating Teachers. SP's are required to meet weekly with PT's and to attend various trainings. SP's attend after-school trainings with their PT's throughout the year. New SP's participate in three full days of SP training in which they learn mentoring skills and skills for observing new teachers and giving evidence-oriented feedback.						
SITE ADMINISTRATORS Roles and Responsibilities	Site administrators received training in the newly-revised California Standards for the Teaching Profession (CSTP) and on the Reflective Conversations and the Inquiry work that comprise Formative Assessment for California Teachers (FACT).						

BUSD Professional Development 2009-2010: Teaching Practices to Engage All Learners

English Language Learners, Culturally Responsive Teaching, Equity, Differentiated Instruction

Expectations:

- Teachers will learn and regularly use culturally responsive strategies such as call/response, situationally appropriate language instruction, pair/share, jump-in reading, discussion protocols, equity sticks, etc.
- Principals will strengthen skills in leading Equity-Centered Professional Learning Communities at their school sites.
- Teachers will learn and implement culturally responsive strategies for diffusing and redirecting classroom behaviors.
- K-12 Teachers will implement Academic Language Development strategies such as precision partnering, academic sentence frames, and direct academic vocabulary instruction to increase academic talk and academic oral/written fluency of English Learners and Standard English Learners.
- Teachers will expand use of differentiated instruction strategies to challenge and engage all students including GATE.
- K-12 Teachers will have certification to teach English Learners in the regular classroom.

TARGET GROUP/ ACTIVITY ↓	August/ September	October	November/ December	January	February/ March	April	May/ June
K-12 TEACHERS Academic Language Development Training	Throughout the year, District ELD Coach delivered Academic Language Development (ALD) Quickshops to teachers and staff at each K-12 site and provided follow-up coaching.						
K-12 TEACHERS Culturally Responsive Teaching and Learning Training	Culturally Responsive Teaching and Learning Training, Day 1 and Day 2, was presented in August 2009. Teachers spanning all K-12 sites participated. During Wednesday and other collaboration, Site Teams worked on implementation of strategies on site.						
K-12 PRINCIPALS Equity-Centered Professional Learning Communities	Principals met monthly as a group to focus on equity issues, building upon work begun last year led by BayCES. Principals focused on improving student achievement through more effective teacher observations and feedback, a series of workshops facilitated by the New Teacher Center.						
K-12 TEACHERS Training in Instruction of English Language Learners	K-12 teachers who have not yet received their Cross-Cultural Language and Academic Development (CLAD) Credential authorizing them to teach English Language Learners in the classroom have been provided a preparation course for taking the California Teachers of English Learners exam by the District ELD Coach.						
K-8 TEACHERS Differentiated Instruction Training and GATE	Professional Development Office presented training during the year, focusing on GATE Overview and Differentiated Instruction at staff meetings.						

BUSD Professional Development 2009-2010: K-5 Reading, Writing, and Spelling

- Teacher Expectations:
- Teachers will fully implement BEAR Spelling and Lucy Calkins Writing.
 - K-5 Teachers will begin to implement common comprehensive reading instruction strategies.

TARGET GROUP/ ACTIVITY ↓	August/ September	October	November/ December	January	February/ March	April	May/ June
K-5 Literacy Assessments	DRA/QRI; District Fall Writing Prompt	Assessment Wall Collaboration at Sites; BEAR Spelling	Assessment Wall Collaboration	DRA/QRI; Winter Writing Prompt	Assessment Wall Collaboration; BEAR Spelling	Assessment Wall Collaboration; STAR	DRA/QRI; Spring Writing Prompt
K-5 TEACHERS Writing and BEAR Spelling Training	At sites and during staff meetings, K-5 teachers received follow-up training by literacy coaches in Lucy Calkins Writing and in BEAR Spelling. All K-5 teachers received comprehensive binders of all writing and spelling assessments for their grade levels prepared by the literacy coaches.						
Site Literacy Coaches Meetings and Collaboration	Site Literacy Coaches met twice a month throughout the year for training and collaboration in literacy instruction, writing, spelling, and English Language Learner support.						
K-5 CLASSROOM TEACHERS Collaboration and District PD	All K-5 teachers participated in Literacy Collaboration on Early Release Wednesday in the fall to learn about the importance of independent reading, matching book text difficulty with student abilities, and monitoring student choices. All K-5 teachers participated in literacy training on January Staff Development Day in which teachers chose two sessions on such topics as Reading Aloud, Readers Workshop, Guided Reading, Teaching Comprehension, EL Support, and Spelling. Sessions were presented by literacy coaches paired with classroom teachers, and video clips of classrooms were included. Most 2 nd grade teachers participated in a week-long summer institute led by Literacy Coaches who modeled the use of best practices in our summer school classes in the a.m. and then debriefed their lessons with participants in afternoon workshops.						

BUSD Professional Development 2009-2010: Elementary School Math

- Expectations:
- Teachers will deepen and expand their daily implementation of Everyday Math, insuring access by all students to coherent, effective, and engaging math curriculum.
 - All 2nd and 3rd grade teachers will collaborate with the Math Coach to focus on math lessons, assessments, data, and focus students.
 - K-5 Teachers will learn strategies to link Everyday Math with CST.

- K-5 teachers will collaboratively analyze student work and performance data on Trimester Assessments to identify strengths and needs of students and to plan differentiated instruction.
- Site Math Teacher Leaders will increase their leadership skills and knowledge of math content and pedagogy.

TARGET GROUP/ ACTIVITY ↓	August/ September	October	November/ December	January	February/ March	April	May/ June
Math Program Assessments	Formative Assessments	Trimester Assessments	Formative Assessments	Formative Assessments	Trimester Assessments	STAR	Trimester Assessments
MATH TEACHER LEADERS and MATH COACHES Meetings and Training	Elementary Math Coaches and Site Math Teacher Leaders meet two times each month throughout the school year for collaboration and training in math content, math assessment, Everyday Math curriculum, and other topics to support math teaching and learning.						
K-5 CLASSROOM TEACHERS District Math Collaboration and Training	<p>All K-5 teachers participated in District Math Collaboration on Early Release Wednesdays in December, March, and April.</p> <ul style="list-style-type: none"> December: Teachers learned how to analyze and interpret DataWise Summary Reports of student performance on items in our Trimester 1 common district assessments. Teachers were then able to identify areas of math misunderstanding that required follow up instruction and re-engagement. March: Teachers analyzed Trimester 2 Summary Reports, learned the key points from the Everyday Math Advanced Training, and co-planned lessons using a new planning tool. April: Teachers learned 1) specific strategies, beyond practice tests, for effective CST review and coaching of students that could be used leading up to CST, and 2) ways in which Everyday Math prepares students for CST-level achievement by drawing connections between CST and EM strategies, routines representations. Collaboration was co-planned with and facilitated by Math Teacher Leaders. <p>Training on Fact Power—ways to teach basic number operation facts and commit to memory—was provided for interested K-5 teachers.</p>						
GR. 2-3 CLASSROOM TEACHERS Classroom Coaching	Grade 2 and 3 teachers were targeted for math coaching from a district Math Coach throughout the year, with a special emphasis on coaching the Math Teacher Leaders.						
AFTER-SCHOOL PROGRAM STAFF and Inst. Assistants Math Training	Office of Professional Development trained Instructional Assistants and After-School Programs staff in key features of the Everyday Math curriculum on PD Days in October, November, and January.						

BUSD Professional Development 2009-2010: Middle School Language Arts

- Teacher Expectations:
- Humanities teachers will fully implement instruction on 3 common writing genres and administer the culminating writing assessments.
 - Humanities teachers will participate in the 5-Day SB 472 Training in the newly-adopted Pearson Language Arts program and implement the curriculum.

TARGET GROUP/ ACTIVITY ↓	August/ September	October	November/ December	January	February/ March	April	May/ June
Assessments		Fall Writing Assessment		Winter Writing Assessment	STAR Writing Assessment (7 th Grade)	Spring Writing Assessment	STAR ELA
HUMANITIES TEACHERS Collaboration	<p>All Humanities teachers participated in the October and November District Staff Development Days and met during District-Wide Collaboration Wednesday five times during the year. Meetings are planned and facilitated by the Writing Teacher Leaders and Writing Coach.</p> <p>Topics addressed included:</p> <ul style="list-style-type: none"> • Developing common literacy and reading assessments • Scoring student writing on the district writing assessment prompts • Implementing the newly-adopted Pearson Language Arts program • Refining understanding and use of the new Standards-Based Report Card. 						
HUMANITIES TEACHERS Adopted Curriculum Training	<p>Teacher teams from each middle school attended the 5-Day Pearson Language Arts training held in August 2009.</p>						

BUSD Professional Development 2009-2010: Middle School Math

- Teacher Expectations:
- Math teachers will deepen and expand their daily implementation of Holt Math, insuring access by all students to coherent, effective, and engaging math curriculum.
 - Math teachers will incorporate knowledge about 5th grade math instruction and high school math course sequence into their instructional planning.
 - Math teachers will regularly analyze student work and performance data from common assessments to identify strengths and needs of students and of the math program.
 - Math teachers will differentiate math instruction based on assessed student strengths and needs to better meet needs of all students.

TARGET GROUP/ ACTIVITY ↓	August/ September	October	November/ December	January	February/ March	April	May/ June
Math Program Assessments		Common Quarterly Exam		Common Mid-Term	Common Quarterly Exam	STAR Math	Common Final Exam
MATH TEACHERS District PD and Collaboration	<p>All math teachers met twice during District Staff Development Days and five times on Minimum Release Collaboration Wednesdays. The meetings were planned and facilitated by the Math Teacher Leaders /Department Chairs.</p> <p>Topics for collaboration included:</p> <ul style="list-style-type: none"> • Analysis of DataWise Summary Reports of student performance on common district assessments • Identification of areas of math misunderstanding based on data needing follow up instruction and re-engagement • Follow up on the five-day SB 472 Math Training, led by Ann Shannon • Collaboration with BHS Math Department staff • Presentation on Everyday Math approaches to computation and integer operations taught in 5th grade • Homework support guidelines for After-School Program Staff • Refining understanding and use of the new Standards-Based Report Card 						
AFTER-SCHOOL PROGRAM STAFF and IA's Math Training	<p>Math Teacher Leaders trained After-School Programs staff in key content of the Holt Math curriculum on PD Day in January with a focus on homework support. Questions raised by staff in the training were subsequently brought up for discussion at District Collaboration.</p>						

BUSD Professional Development 2009-2010: Universal Learning Support Systems K-8

- Teacher Expectations:
- K-8 teachers and administrators refine and systematize “Snapshot”-type meetings and Assessment Wall meetings for all students throughout the year to identify academic, social-emotional, and medical support needs.
 - K-8 sites will learn and implement Positive Behavior Support strategies and interventions.
 - K-8 ULSS teams implement a site plan for Response to Intervention (RtI).

TARGET GROUP/ ACTIVITY ↓	August/ September	October	November/ December	January	February/ March	April	May/ June
ULSS TEAMS Positive Behavior Support Training	Site Teams from 1 st and 2 nd year schools participated in 4 days of Building Effective Schools Together (B.E.S.T.) training, a Positive Behavior System., facilitated by Dr. Jeff Sprague. A District Workshop for Site Teams on Response to Intervention is planned for May.						

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: Presentation of High School College Readiness Results

BACKGROUND INFORMATION:

Staff will present an overview of the District's high school student performance on the Advanced Placement (AP) course tests, the college entrance Scholastic Aptitude Test (SAT), and the PSAT, all of which are sponsored by College Board. In addition, the presentation includes performance data on the International Baccalaureate exams as well as the Early Assessment Program, which is administered to eleventh graders in conjunction with the California Standards Test.

The staff's power point presentation will focus on selected slides taken from the complete report, which is being provided under separate cover.

POLICY/CODE:

Ed Code 60600 et seq.
Board Policy 6162.5 and 6162.51

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Receive for Information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: Student National Origin Report, Spring 2010

BACKGROUND INFORMATION:

The Student National Origin Report (SNOR) is the vehicle used by the California Department of Education (CDE) to collect the annual count of eligible immigrant students. This count is required by Title III of No Child Left Behind Act. Based on the total number of eligible immigrant students enrolled in California, CDE receives a formula grant from the U.S. Department of Education and is authorized to allocate formula subgrants to LEAs. Data from the 2009-10 SNOR will be used to fund districts in 2011-12. For the 2009-10 school year, the per pupil allocation is approximately \$95.

Eligible immigrant students are defined in statute as pupils enrolled in kindergarten through grade twelve who are foreign-born, and have been enrolled in school in the United States for three full school years or less. The SNOR data must be based on the actual count of eligible immigrant students.

The total number of immigrant students in Berkeley Unified School District for the 2009-10 school year is 485. This is an increase from the numbers reported in the last two years: 380 in 2008-09 and 469 in 2007-08. In order to receive Title III Immigrant funding, a district must increase the total number of immigrant students by 5% annually. As a result, BUSD will be eligible for Title III Immigrant funding in 2011-12.

POLICY/CODE:
No Child Left Behind

FISCAL IMPACT:
Projection of approximately \$46,075 in 2011-12

STAFF RECOMMENDATION:
Accept the Student National Origin Report for information.

2009-2010 BUSD Student National Origin Report (SNOR)

Country Name	Student Total	Country Name	Student Total
Mexico	75	Hungary	3
China	43	Italy	3
Nepal	28	Turkey	3
Yemen	23	United Arab Emer.	3
India	18	Anguilla	2
Germany	15	Argentina	2
Japan	15	Bulgaria	2
France	14	Dominican Republic	2
Guatemala	14	Gambia	2
Pakistan	14	Indonesia	2
Korea, South	12	Iran (Persia)	2
United Kingdom	12	Kenya	2
Ethiopia	11	Mongolia	2
El Salvador	9	Morocco	2
Philippines	9	New Zealand	2
Israel	8	Paraguay	2
Brazil	7	Peru	2
Norway	7	Venezuela	2
Switzerland	7	Afghanistan	1
Vietnam	7	Austria	1
Cambodia	6	Barbados	1
Thailand	6	Belarus	1
Algeria	5	Cameroon	1
Canada	5	Chile	1
Jamaica	5	Costa Rica	1
Sweden	5	Djibouti	1
Bangladesh	4	Fiji	1
Colombia	4	Georgia	1
Finland	4	Guam	1
Haiti	4	Korea, North	1
Kazakhstan	4	Kyrgyzstan	1
Russia (Russian Fed.)	4	Laos (D. Rep.)	1
Taiwan	4	Marshall Is.	1
Tonga	4	Netherlands	1
Denmark	3	Nicaragua	1
Eritrea	3	Nigeria	1
Honduras	3	Romania	1
		Saudi Arabia	1
		South Africa	1
		Togo	1
		Ukraine	1
		Zimbabwe	1
Countries: 79		Total	485

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: R-30 Language Census, Spring 2010

BACKGROUND INFORMATION

Each spring the District must complete the R-30 Language Census. The California Department of Education administers this census to collect data on students from non-English-language backgrounds enrolled in public schools in California and to collect data on the staff that provides services to English Language Learners (ELL). This count is required by Title III of No Child Left Behind Act. Based on the total number of eligible English Learners in California the CDE receives a formula grant from the U.S. Department of Education. These funds are then allocated to Local Education Agencies as subgrants. Data from the Spring 2010 R-30 will be used in 2011-12 to fund LEAs under Title III: English Learners. In the 2009-10 school year, the per pupil allocation is approximately \$95.

A copy of the report and a summary of the ELL enrollment for each school have been included with this document. The total ELL population in BUSD for 2009-10 is 1,302, which represents 131 more English Learners this year as compared to last year.

In addition, there were 31 students reclassified to Fluent English Proficient in 2009-10.

POLICY/CODE

Education Code 52164

FISCAL IMPACT

Projection of approximately \$123,690 in Title III: English Learner Categorical funds for 2011-12

STAFF RECOMMENDATION

Accept the R-30 Language Census for information.

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Curriculum and Instruction

Spring 2010 ENGLISH LEARNER COUNT BY ZONE

Current number of English Language Learner Students at each school by zone as of March 26, 2010. Counts to be used for the 2011-2012 allocation.

ELEMENTARY SCHOOLS (Grades K-5)	
<i>Southeast Zone</i>	
Emerson Elementary	65
Malcolm X Elementary	55
John Muir Elementary	40
LeConte Elementary	101
<i>TWI = 55</i>	
<i>Structured English Immersion = 46</i>	
<i>Central Zone</i>	
Berkeley Arts Magnet Elementary	60
Cragmont Elementary	80
<i>TWI = 45</i>	
<i>Structured English Immersion = 35</i>	
Oxford Elementary	43
Washington Elementary	78
<i>Northwest Zone</i>	
Rosa Parks Elementary	133
<i>TWI = 79</i>	
<i>Structured English Immersion = 51</i>	
<i>Other = 3</i>	
Jefferson Elementary	43
Thousand Oaks Elementary	137
<i>Bilingual = 54</i>	
<i>Structured English Immersion = 83</i>	
MIDDLE SCHOOLS (Grades 6-9)	
King Middle Schools	115
Longfellow Middle School	46
<i>TWI = 23</i>	
<i>Mainstream = 23</i>	
Willard Middle School	41
SECONDARY SCHOOLS (Grades 9-12)	
Berkeley High School	252
Berkeley Technology	13
DISTRICT TOTAL	1,302

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 28, 2010
SUBJECT: Williams Case Settlement Quarterly Report

BACKGROUND INFORMATION:

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

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

Information about the standards is posted in every classroom along with the complaint procedure to follow if there is a concern that any one of them is not being met.

- During the last quarter, between January 1 and March 31, 2010, the district received one facilities complaint regarding the newly re-opened Annex Building at Longfellow Middle School, which noted chalky colored water running through the pipes as a result of recent renovations, minimally maintained restroom conditions due to a lack of adequate custodial help, and an unsafe condition resulting from electrical cords on a classroom floor. All of the conditions noted have been corrected.
- During this same period, the district received no complaints under the Williams Case Settlement regarding instructional materials, properly credentialed teachers, or CAHSEE support for students who have completed grade 12.

POLICY/CODE:
Ed Code 35186
Board Policy 1312

FISCAL IMPACT:
None

STAFF RECOMMENDATION: Receive the Williams Case Settlement Quarterly Report for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: April 28, 2010
SUBJECT: Facilities Plan Update

BACKGROUND INFORMATION

This report is an update of the Facilities Construction Plan approved by the Board on March 10, 2010. Data in this report is current as of April 20, 2010. This report includes updates of all active construction projects. Maintenance projects are detailed in the Maintenance Quarterly Reports.

ELEMENTARY SCHOOLS

Emerson

Project Type: Roofing
Status: Bid
Completion Date: September 2010
Changes since last report: The design was completed. Approximately ten contractors attended the job walk. Bids are due on April 29th.

Berkeley Arts Magnet

Project Type: Floor and Paint
Status: Bid
Completion Date: September 2010
Changes since last report: The job walk was held. Approximately fifteen contractors attended the job walk. Bids are due on April 28th.

MIDDLE SCHOOLS

KING

Project Type: Refrigeration
Status: Bid
Completion Date: October 2010
Changes since last report: DSA has finally approved the design. Bids are due on May 20th.

HIGH SCHOOLS

BERKELEY HIGH

Project Type: New Buildings
Status: Award
Completion Date: January 2012
Changes since last report: The job walk was held and bids were received. Fourteen contractors submitted bids. The apparent low bidder has requested bid relief. Most bids are substantially below budget. The Board is being asked to approve the bid at this Board Meeting.

OTHER SITES

WEST CAMPUS

Project Type: Rehabilitated Buildings
Status: Bid
Completion Date: November 2011
Changes since last report: DSA approved the design. Approximately sixteen contractors attended the job walk. Bids are due on May 5th.

DISTRICT-WIDE

Project Type: Stage Curtains
Status: Construction
Completion Date: June 2010
Changes since last report: The Board approved a project to replace stage curtains at three sites (Longfellow, John Muir and Washington). The project is funded in BSEP Fund 7.

Project Type: Solar Project (Schematic)
Status: Pre-Design
Completion Date: June 2010
Changes since last report: Staff met with the two other school districts twice since the last report. The Department of Energy is having difficulty with its promised funding for this project and has ceased to participate at this time. The District has received Energy Star certification for two sites (Rosa Parks and Washington) and anticipates receiving similar certifications for one more site (Malcolm X). The District has contracted with an engineer to

attempt to get certification for a number of other elementary schools.

Project Type: Cafeteria Project (Schematic)
Status: Complete
Completion Date: March 2010
Changes since last report: We received the final schematic package. .

Project Type: Derby Field Environmental Project
Status: Pre-Design
Completion Date: April 2010
Changes since last report: The District made a number of revisions to the plan and has extended the comment period for this project. Comments are due on May 12th.

Project Type: Career Technical Education
Status: Pre-Design
Completion Date: April 2010
Changes since last report: The District hired an architecture firm to help solidify career technical education options.

The Board received a report from the public opinion surveyor. The Board also received a recommendation from the Superintendent on allocations for a future bond. The Board is being asked to finalize those allocations at this Board Meeting. The Board may be asked to put a measure before the voters in June.